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ABSTRACT

The Association of Community Colleges Trustees (ACCTion) Consortium consists of 114 two-year colleges nationwide receiving technical assistance funded through Title III of the Higher Education Act. Activities are coordinated through four regional centers, each with a specific topic area, including community services, instruction, resource development, and student development services. In accordance with federally mandated evaluation requirements, Enterprises for New Directions, Inc., (END) was requested to conduct a summative, external evaluation of the 1977-78 ACCTion Consortium. This second volume of the evaluation report contains seven appendices to the first volume (ED 176 819). They include: (1) survey forms and cover and follow-up letters sent to ACCTion coordinators, chief campus administrative officers, center staff members, advisory board members, and ACCTion coordinating office staff; (2) guidelines for ACCTion center site visits; (3) interview questionnaires used with ACCTion coordinators and chief campus administrative officers; (4) a list of institutions whose personnel were interviewed; (5) an explanation of the process for the selection of the external evaluator, END's capability statement, and END's project team; (6) case studies of institutions affiliated with ACCTion for three years; and (7) tables showing responses to surveys. (DR)

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THIRD-PARTY EVALUATION
1977 - 1978
OF THE ACCTION CONSORTIUM

A TECHNICAL ASSISTANCE PROJECT
FOR TWO-YEAR INSTITUTIONS

Submitted to:

ACCTion Coordinating Board

ACCTion Consortium

Washington, D.C.

VOLUME II
APPENDIXES

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July 1978

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Enterprises for New Directions, Inc.
Washington, D.C.

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APPENDIX 1

SURVEY FORMS, COVER LETTERS AND FOLLOW-UP LETTERS SENT TO:

- ACCTion Coordinators
- Chief Campus Administrative Officers
- Center Staff Members
- Advisory Board Members
- ACCTion Coordinating Office Staff

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Enterprises for New Directions, Inc.
13820 Dowlais Drive, Rockville, Maryland 20853 (301) 460-3781

May 9, 1978

Dear

Enterprises for New Directions (END) has been retained to conduct the annual third-party evaluation of the ACCTion Consortium. In this capacity END has conducted many interviews and has visited campuses, ACCTion Centers, regional meetings, and workshops. Furthermore, END has developed the attached survey questionnaire to assist in the evaluation process in compliance with the Office of Education requirements.

Enclosed is a questionnaire, which is being sent to the ACCTion coordinator of each participating institution. It is designed to assess the institution's relationship to its Center and institutional progress in the ACCTion component area. The questions have undergone careful scrutiny by END staff, the ACCTion Center directors, and the ACCTion Coordinating Office staff. The results will provide a measure of your institution's achievement in ACCTion-related activities as well as an evaluation of ACCTion itself.

The chief administrative officer of your institution is also receiving a survey questionnaire. It is similar to the one enclosed; however, it does not contain Section I, and certain references to presidential involvement have been omitted.

The Office of Education, Basic Institutional Development Branch, requires all (100%) of the ACCTion institutions to participate in this external evaluation.

Please complete the form and return it to our office: Enterprises for New Directions, Inc., 7315 Wisconsin Avenue, Suite 726E, Bethesda, Maryland 20014, by May 22, 1978.

Sincerely,

Charles L. Wilson

Charles L. Wilson
President

CLW:ege
enclosure

OFFICES: *Philadelphia, Pennsylvania • Washington, DC • Atlanta, Georgia • Daytona Beach, Florida*

ACCTion CONSORTIUM
1977-78 External Evaluation

NAME: ______________________ TITLE: ______________ INSTITUTION: ______________

NUMBER OF YEARS WITH THIS CENTER: ______________ ______________________

Did you fill out the original ACCTion needs assessment
when your school joined your current ACCTion Center? yes__ no__

Needs Assessment - Community Services

Please indicate by checkmark on the appropriate line your priorities for each of the needs indicated below.

Please utilize the following scale in evaluating needs.

1 - Critical & Pressing Need

2 - Important Need

3 - Moderate Need

4 - No Perceived Need Now

5 - Not Applicable

I. GENERAL AND MANAGERIAL NEEDS

1. Identifying and assessing general Community Service needs*	1	2	3	4	5
2. Establishing goals and objectives for Community Service programs	1	2	3	4	5
3. Structuring and organizing a Community Service program	1	2	3	4	5
4. Securing trained Community Service personnel	1	2	3	4	5
5. Developing internal operational procedures	1	2	3	4	5
6. Budgeting, securing finances for Community Service programs	1	2	3	4	5
7. Enhancing relationships with the chief executive officer and other major administrators	1	2	3	4	5
8. Promoting acceptance and understanding of Community Service concepts throughout the institution	1	2	3	4	5
9. Evaluating Community Service programs	1	2	3	4	5

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*Community education, community service, continuing education, adult education.

II. SPECIAL PROGRAM AREA NEEDS

In this section we are asking you to rate the development of present programs and to evaluate the need for additional development.

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Circle one item below for each category							
Primary Services	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
1. Development of senior citizens programs	1	2	3	4	4	3	2	1
2. Recreation/physical education	1	2	3	4	4	3	2	1
3. Recreation/physical education programs for senior citizens	1	2	3	4	4	3	2	1
4. Arts and crafts program	1	2	3	4	4	3	2	1
5. Vocational/supplemental								
a. Trade & Industry	1	2	3	4	4	3	2	1
b. Office & business skills	1	2	3	4	4	3	2	1
c. Home economics	1	2	3	4	4	3	2	1
d. Agriculture	1	2	3	4	4	3	2	1
e. Safety (transportation)	1	2	3	4	4	3	2	1
f. Distributive education	1	2	3	4	4	3	2	1
g. Health	1	2	3	4	4	3	2	1
h. Small business	1	2	3	4	4	3	2	1
6. Women's studies programs	1	2	3	4	4	3	2	1
7. Developing new programs	1	2	3	4	4	3	2	1
8. Management development programs	1	2	3	4	4	3	2	1
9. Humanities/liberal arts	1	2	3	4	4	3	2	1
10. Pre-career education/secondary	1	2	3	4	4	3	2	1
level	1	2	3	4	4	3	2	1
11. High school completion	1	2	3	4	4	3	2	1
12. Adult basic education	1	2	3	4	4	3	2	1
13. Correspondence programs	1	2	3	4	4	3	2	1
14. Development of Satellite Centers (Non-credit, high school completion, vocational and college transfer)	1	2	3	4	4	3	2	1
15. Correctional programs	1	2	3	4	4	3	2	1
16. University extension programs (graduate and undergraduate credit programs)	1	2	3	4	4	3	2	1
17. Consulting services	1	2	3	4	4	3	2	1

II. SPECIAL PROGRAM AREA NEEDS (continued)

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
Support Services								
18. Promotion and publicity	1	2	3	4	4	3	2	1
19. Funding (local, state, federal)	1	2	3	4	4	3	2	1
20. Securing legislative information	1	2	3	4	4	3	2	1
21. In-service programming	1	2	3	4	4	3	2	1
22. Staffing community service programs	1	2	3	4	4	3	2	1
23. Using the Community Education Unit (CEU)	1	2	3	4	4	3	2	1
24. Locating community resources	1	2	3	4	4	3	2	1
25. Using public facilities	1	2	3	4	4	3	2	1
26. Coordinating programs and community groups	1	2	3	4	4	3	2	1
27. Auxiliary services (day care, transportation, tuition assistance)	1	2	3	4	4	3	2	1
28. Developing registration & record keeping procedures	1	2	3	4	4	3	2	1
29. Recruiting students	1	2	3	4	4	3	2	1
30. Counseling (Human Potential Labs)	1	2	3	4	4	3	2	1
31. Developing Speakers Bureau	1	2	3	4	4	3	2	1
	1	2	3	4	4	3	2	1
32. Use of libraries	1	2	3	4	4	3	2	1

1977-78 ACHIEVEMENT REVIEW

A. Achievement of Overall ACCTion Goals/Objectives, 1977-78

Please circle the number which best indicates the degree to which you think the following overall ACCTion goals and objectives have been achieved in your ACCTion program area. These are goals and objectives as originally delineated in the ACCTion proposal to Title III.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Not achieved at all						Completely achieved
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in							
Planning programs and services	1	2	3	4	5	6	7
Developing programs and services	1	2	3	4	5	6	7
Delivering programs and services	1	2	3	4	5	6	7
Evaluating programs and services	1	2	3	4	5	6	7
2. To instill a sense of interdependence among two-year college personnel.	1	2	3	4	5	6	7
3. To encourage two-year colleges to assist one another in							
Maintaining	1	2	3	4	5	6	7
Expanding	1	2	3	4	5	6	7
Developing	1	2	3	4	5	6	7
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.							
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	1	2	3	4	5	6	7

	Not achieved at all						Completely achieved
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	3	4	5	6	7
6. To render specific and individual assistance to two-year postsecondary institutions.	1	2	3	4	5	6	7
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	1	2	3	4	5	6	7
8. To develop an institutional plan for each college including details of technical assistance needs.	1	2	3	4	5	6	7

B. Assessment of ACCTion Services

Please circle the appropriate response; if for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Very ineffective			Neutral			Very effective
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	1	2	3	4	5	6	7

	Useless			Neutral			Very useless
2. Rate how useful in general ACCTion services have been in aiding the development of your institution.	1	2	3	4	5	6	7

	Very dis-satisfied			Neutral			Very satisfied
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:							
(a) quality of services	1	2	3	4	5	6	7
(b) amount of services	1	2	3	4	5	6	7
(c) type of services	1	2	3	4	5	6	7
(d) timeliness of services (response time)	1	2	3	4	5	6	7
(e) effectiveness of services	1	2	3	4	5	6	7
(f) relevance of services	1	2	3	4	5	6	7

C. Institutional Overview

1. Please rate your institution for the following items, circling the appropriate response.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

		Very Low			Moderate			Very High
a.	Need to change the overall community services program.	1	2	3	4	5	6	7
b.	Ability to change the overall community services program.	1	2	3	4	5	6	7
c.	Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
d.	Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
e.	Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
f.	Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
g.	Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
h.	Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i.	Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
j.	Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
k.	The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
l.	Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
m.	The college's allocation of professional time to the ACCTion program area.	1	2	3	4	5	6	7

2. Please indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicates a very inhibiting effect on ACCTion goal achievement; 4 indicates no perceptible impact; 7 indicates a very facilitating effect on ACCTion goal achievement.) Please circle the appropriate response.

	Inhibiting			Neutral			Facilitating
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
b. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
f. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
g. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
h. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
j. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
k. The college's allocation of professional time in the ACCTion program area.	1	2	3	4	5	6	7
l. Other factors: (please specify) ____________________	1	2	3	4	5	6	7
____________________	1	2	3	4	5	6	7

D. Center Service Delivery

Please evaluate the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated. Rate each item, circling the appropriate number.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1.	Lacks professional competence	1 2 3 4 5 6 7	High professional competence
2.	Poor resource allocation	1 2 3 4 5 6 7	Very good resource allocation
3.	Assistance inappropriate to specific needs	1 2 3 4 5 6 7	Appropriate assistance (related to specific needs)
4.	Relationships with ACCTion staff members lack continuity	1 2 3 4 5 6 7	High continuity of relationships with ACCTion staff members
5.	Planning:		
(a)	No assistance in defining needs	1 2 3 4 5 6 7	Assists in defining needs
(b)	No assistance in developing institutional plan	1 2 3 4 5 6 7	Assists in developing institutional plan
(c)	Technical assistance implementation:		
(1)	Poorly planned/managed	1 2 3 4 5 6 7	Well-planned/managed
(2)	Not individualized	1 2 3 4 5 6 7	Individualized
(3)	Ineffective	1 2 3 4 5 6 7	Effective in terms of stated objectives
6.	No provision of opportunities for interaction among similar institutions	1 2 3 4 5 6 7	Provides opportunities for interaction among similar institutions
7.	Dissemination of information:		
(a)	Inappropriate	1 2 3 4 5 6 7	Appropriate
(b)	Not timely	1 2 3 4 5 6 7	Timely
(c)	Complex	1 2 3 4 5 6 7	Uncomplicated
(d)	Useless	1 2 3 4 5 6 7	Useful
(e)	Irrelevant	1 2 3 4 5 6 7	Relevant
(f)	Confusing	1 2 3 4 5 6 7	Clear
(g)	Insufficient	1 2 3 4 5 6 7	Excessive
8.	Overall effect on the institution:		
(a)	No improvement in staff skills	1 2 3 4 5 6 7	Staff skills upgraded
(b)	No change in program development	1 2 3 4 5 6 7	Programs strengthened

E. Additional Observations

1. During interviews with personnel from ACCTion-associated institutions, several individuals involved with ACCTion expressed an interest in working concurrently with more than one ACCTion component (Center).

   Given your institution's present faculty and budget, what would you consider the advantages and/or disadvantages to a restructuring of ACCTion service delivery to permit multiple Center associations?

2. Other than the above, what suggestions for changes in the scope of ACCTion services/service delivery would you like to see occur?

3. At the close of this academic year, many institutions will end their affiliation with their current Center. For those institutions which are facing this situation, please answer the following question:

   Without direct assistance from the Center, how would you evaluate your institution's ability to continue or expand changes initiated during your involvement with the ACCTion Center?

ACCTion CONSORTIUM
1977-78 External Evaluation

NAME:____________________ TITLE:____________________ INSTITUTION:____________________

NUMBER OF YEARS WITH THIS CENTER: ____________________

Did you fill out the original ACCTion needs assessment when your school joined your current ACCTion Center? yes___ no____

Needs Assessment - Instructional Services

Please indicate by check mark on the appropriate line your priorities for each of the needs indicated below.

Please utilize the following scale in evaluating needs.
1 - Critical & Pressing Need
2 - Important Need
3 - Moderate Need
4 - No Perceived Need Now
5 - Not Applicable

I. GENERAL AND MANAGERIAL NEEDS

1. Establishing goals and objectives for a faculty and staff development program	___ 1	___ 2	___ 3	___ 4	___ 5
2. Structuring and organizing a faculty and staff development program	___ 1	___ 2	___ 3	___ 4	___ 5
3. General management of a faculty and staff development program	___ 1	___ 2	___ 3	___ 4	___ 5
4. Developing internal operational procedures for a faculty and staff development program	___ 1	___ 2	___ 3	___ 4	___ 5
5. Securing adequately trained personnel	___ 1	___ 2	___ 3	___ 4	___ 5
6. Budgeting, securing finances for a faculty and staff development program	___ 1	___ 2	___ 3	___ 4	___ 5
7. Enhancing relationships with the chief executive officer and other major administrators	___ 1	___ 2	___ 3	___ 4	___ 5
8. Promoting acceptance and understanding of faculty and staff development concepts throughout the institution	___ 1	___ 2	___ 3	___ 4	___ 5
9. Evaluating the faculty and staff development program	___ 1	___ 2	___ 3	___ 4	___ 5

II. SPECIAL PROGRAM AREA NEEDS

In this section we are asking you to rate the development of present programs and to evaluate the need for additional development.

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
1. Identification of student learning difficulties	1	2	3	4	4	3	2	1
2. Overcoming student reading difficulties	1	2	3	4	4	3	2	1
3. Use of audio-visual software	1	2	3	4	4	3	2	1
4. Use of audio-visual hardware	1	2	3	4	4	3	2	1
5. Identification of audio-visual software	1	2	3	4				
6. Selection and/or writing of learning objectives	1	2	3	4	4	3	2	1
7. Articulation effort with secondary schools	1	2	3	4	4	3	2	1
8. Articulation effort with upper-division institutions	1	2	3	4	4	3	2	1
9. Development of curriculum advisory committees	1	2	3	4	4	3	2	1
10. Development of classroom testing and measurements	1	2	3	4	4	3	2	1
11. Development of criterion-referenced instructional evaluation	1	2	3	4	4	3	2	1
12. Identification and use of standardized achievement tests	1	2	3	4	4	3	2	1
13. Classroom management of individualized instructional materials	1	2	3	4	4	3	2	1
14. Classroom management of self-paced instruction student records	1	2	3	4	4	3	2	1
15. Instructor development of individualized instructional materials	1	2	3	4	4	3	2	1
16. Management of a Learning Resources Center	1	2	3	4	4	3	2	1
17. Definition of individualized instruction	1	2	3	4	4	3	2	1
18. Development of a faculty and staff development plan	1	2	3	4	4	3	2	1

II. SPECIAL PROGRAM AREA NEEDS (continued)

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
19. Instructor evaluation	1	2	3	4	4	3	2	1
20. Task analysis for curriculum content	1	2	3	4	4	3	2	1
21. Identification of instructor competencies	1	2	3	4	4	3	2	1
22. Definition and implementation of student developmental studies	1	2	3	4	4	3	2	1
23. Awarding credit for life experiences	1	2	3	4	4	3	2	1
24. Awarding credit by examination	1	2	3	4	4	3	2	1
25. Using peer tutoring	1	2	3	4	4	3	2	1
26. Using para-professionals in the classroom	1	2	3	4	4	3	2	1
27. Using differentiated instructional staffing	1	2	3	4	4	3	2	1
28. Cooperative education techniques	1	2	3	4	4	3	2	1
29. Curriculum evaluation based on student job performance	1	2	3	4	4	3	2	1
30. Increasing educational accessibility - for "non-traditional students"	1	2	3	4	4	3	2	1
31. Increasing educational accessibility - for "traditional students"	1	2	3	4	4	3	2	1
32. Using community resources as instructional resources	1	2	3	4	4	3	2	1
33. Development of part-time instructors	1	2	3	4	4	3	2	1
34. Use of educational television	1	2	3	4	4	3	2	1
35. Development of techniques for instructing the culturally/economically/educationally disadvantaged student	1	2	3	4	4	3	2	1
36. Development of instruction related to industrial requirements	1	2	3	4	4	3	2	1
37. Development of alternative learning strategies	1	2	3	4	4	3	2	1
38. Student advisement by instructors	1	2	3	4	4	3	2	1
39. Other________________	1	2	3	4	4	3	2	1

1977-78 ACHIEVEMENT REVIEW

A. Achievement of Overall ACCTion Goals/Objectives, 1977-78

Please circle the number which best indicates the degree to which you think the following overall ACCTion goals and objectives have been achieved in your ACCTion program area. These are goals and objectives as originally delineated in the ACCTion proposal to Title III.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Not achieved at all						Completely achieved
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in							
Planning programs and services	1	2	3	4	5	6	7
Developing programs and services	1	2	3	4	5	6	7
Delivering programs and services	1	2	3	4	5	6	7
Evaluating programs and services	1	2	3	4	5	6	7
2. To instill a sense of interdependence among two-year college personnel.	1	2	3	4	5	6	7
3. To encourage two-year colleges to assist one another in							
Maintaining	1	2	3	4	5	6	7
Expanding	1	2	3	4	5	6	7
Developing	1	2	3	4	5	6	7
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.							
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	1	2	3	4	5	6	7

	Not achieved at all						Completely achieved
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	3	4	5	6	7
6. To render specific and individual assistance to two-year postsecondary institutions.	1	2	3	4	5	6	7
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	1	2	3	4	5	6	7
8. To develop an institutional plan for each college including details of technical assistance needs.	1	2	3	4	5	6	7

B. Assessment of ACCTion Services

Please circle the appropriate response; if for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.

Very ineffective			Neutral			Very effective
1	2	3	4	5	6	7

2. Rate how useful in general ACCTion services have been in aiding the development of your institution.

Useless			Neutral			Very useless
1	2	3	4	5	6	7

3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:

	Very dis-satisfied			Neutral			Very satisfied
(a) quality of services	1	2	3	4	5	6	7
(b) amount of services	1	2	3	4	5	6	7
(c) type of services	1	2	3	4	5	6	7
(d) timeliness of services (response time)	1	2	3	4	5	6	7
(e) effectiveness of services	1	2	3	4	5	6	7
(f) relevance of services	1	2	3	4	5	6	7

C. Institutional Overview

1. Please rate your institution for the following items, circling the appropriate response.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Very Low			Moderate			Very High
a. Need to change the overall instructional program.	1	2	3	4	5	6	7
b. Ability to change the overall instructional program.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
d. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
e. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
h. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
j. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
k. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
l. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
m. The college's allocation of professional time to the ACCTion program area.	1	2	3	4	5	6	7

2. Please indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicates a very inhibiting effect on ACCTion goal achievement; 4 indicates no perceptible impact; 7 indicates a very facilitating effect on ACCTion goal achievement.) Please circle the appropriate response.

	Inhibiting			Neutral			Facilitating
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
b. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
f. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
g. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
h. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
j. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
k. The college's allocation of professional time in the ACCTion program area.	1	2	3	4	5	6	7
l. Other factors: (please specify) ________________________	1	2	3	4	5	6	7
________________________	1	2	3	4	5	6	7

END

D. Center Service Delivery

Please evaluate the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated. Rate each item, circling the appropriate number.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1.	Lacks professional competence	1	2	3	4	5	6	7	High professional competence
2.	Poor resource allocation	1	2	3	4	5	6	7	Very good resource allocation
3.	Assistance inappropriate to specific needs	1	2	3	4	5	6	7	Appropriate assistance (related to specific needs)
4.	Relationships with ACCTion staff members lack continuity	1	2	3	4	5	6	7	High continuity of relationships with ACCTion staff members
5.	Planning:								
	(a) No assistance in defining needs	1	2	3	4	5	6	7	Assists in defining needs
	(b) No assistance in developin institutional plan	1	2	3	4	5	6	7	Assist in developing institutional plan
	(c) Technical assistance implementation:								
	(1) Poorly planned/managed	1	2	3	4	5	6	7	Well-planned/managed
	(2) Not individualized	1	2	3	4	5	6	7	Individualized
	(3) Ineffective	1	2	3	4	5	6	7	Effective in terms of stated objectives
6.	No provision of opportunities for interaction among similar institutions	1	2	3	4	5	6	7	Provides opportunities for interaction among similar institutions
7.	Dissemination of information:								
	(a) Inappropriate	1	2	3	4	5	6	7	Appropriate
	(b) Not timely	1	2	3	4	5	6	7	Timely
	(c) Complex	1	2	3	4	5	6	7	Uncomplicated
	(d) Useless	1	2	3	4	5	6	7	Useful
	(e) Irrelevant	1	2	3	4	5	6	7	Relevant
	(f) Confusing	1	2	3	4	5	6	7	Clear
	(g) Insufficient	1	2	3	4	5	6	7	Excessive
8.	Overall effect on the institution:								
	(a) No improvement in staff skills	1	2	3	4	5	6	7	Staff skills upgraded
	(b) No change in program development	1	2	3	4	5	6	7	Programs strengthened

E. Additional Observations

1. During interviews with personnel from ACCTion-associated institutions, several individuals involved with ACCTion expressed an interest in working concurrently with more than one ACCTion component (Center).

   Given your institution's present faculty and budget, what would you consider the advantages and/or disadvantages to a restructuring of ACCTion service delivery to permit multiple Center associations?

2. Other than the above, what suggestions for changes in the scope of ACCTion services/service delivery would you like to see occur?

3. At the close of this academic year, many institutions will end their affiliation with their current Center. For those institutions which are facing this situation, please answer the following question:

   Without direct assistance from the Center, how would you evaluate your institution's ability to continue or expand changes initiated during your involvement with the ACCTion Center?

ACCTion CONSORTIUM
1977-78 External Evaluation

NAME:____________________ TITLE:_______________ INSTITUTION:_______________

NUMBER OF YEARS WITH THIS CENTER:_______________

Did you fill out the original ACCTion needs assessment when your school joined your current ACCTion Center? yes__ no__

Needs Assessment - Resource Development Services

Please indicate by checkmark on the appropriate line your priorities for each of the needs indicated below.

Please utilize the following scale in evaluating needs.

1 - Critical and Pressing Need

2 - Important Need

3 - Moderate Need

4 - No Perceived Need Now

5 - Not Applicable

I. GENERAL AND MANAGERIAL NEEDS

1. Justifying need for resource development program	___ 1	___ 2	___ 3	___ 4	___ 5
2. Establishing goals and objectives for the program	___ 1	___ 2	___ 3	___ 4	___ 5
3. General management of the resource development function	___ 1	___ 2	___ 3	___ 4	___ 5
4. Determining organizational relationships	___ 1	___ 2	___ 3	___ 4	___ 5
5. Developing internal operational procedures	___ 1	___ 2	___ 3	___ 4	___ 5
6. Securing adequately trained personnel	___ 1	___ 2	___ 3	___ 4	___ 5
7. Budgeting for the total program	___ 1	___ 2	___ 3	___ 4	___ 5
8. Enhancing relationships with chief executive officer and other major administrators	___ 1	___ 2	___ 3	___ 4	___ 5
9. Promoting acceptance and understanding of resource development concepts throughout the institution	___ 1	___ 2	___ 3	___ 4	___ 5
10. Evaluating the resource development program	___ 1	___ 2	___ 3	___ 4	___ 5

II. SPECIAL PROGRAM AREA NEEDS

In this section we are asking you to rate the development of present programs and to evaluate the need for additional development.

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
1. Helping locate resource development information	1	2	3	4	4	3	2	1
2. Identification of priority projects	1	2	3	4	4	3	2	1
3. Researching & analyzing funding sources	1	2	3	4	4	3	2	1
4. Proposal writing:								
a. Grants	1	2	3	4	4	3	2	1
b. Contracts	1	2	3	4	4	3	2	1
c. Agreements	1	2	3	4	4	3	2	1
5. Administering funded projects	1	2	3	4	4	3	2	1
6. Public relations:								
a. Relations with mass media	1	2	3	4	4	3	2	1
b. Publications development	1	2	3	4	4	3	2	1
c. Special events	1	2	3	4	4	3	2	1
d. Publicity	1	2	3	4	4	3	2	1
7. Staff development/training	1	2	3	4	4	3	2	1
8. Research and follow-up from funded programs	1	2	3	4	4	3	2	1
9. Evaluating program performance	1	2	3	4	4	3	2	1
10. Creation of college foundation	1	2	3	4	4	3	2	1
11. Sharing experiences with similar institutions	1	2	3	4	4	3	2	1
12. Congressional/legislative relations								
a. State	1	2	3	4	4	3	2	1
b. Federal	1	2	3	4	4	3	2	1
13. Use of consultants	1	2	3	4	4	3	2	1
14. Establishing advisory committees	1	2	3	4	4	3	2	1
15. Securing resources through:								
a. Federal programs	1	2	3	4	4	3	2	1
b. Civic, philanthropic, religious denominations	1	2	3	4	4	3	2	1
	1	2	3	4	4	3	2	1
c. State programs	1	2	3	4	4	3	2	1
d. Private foundations	1	2	3	4	4	3	2	1
e. Non-alumni individuals	1	2	3	4	4	3	2	1
f. Alumni								
g. Annual Funds	1	2	3	4	4	3	2	1
h. Deferred giving (wills, bequests)	1	2	3	4	4	3	2	1
i. Corporations (including matching gifts)	1	2	3	4	4	3	2	1

II. SPECIAL PROGRAM AREA NEEDS (continued)

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
16. Involving trustees in resource development	1	2	3	4	4	3	2	1
17. Involving students in resource development	1	2	3	4	4	3	2	1
18. Involving the community in resource development	1	2	3	4	4	3	2	1
19. Other ____________________	1	2	3	4	4	3	2	1

1977-78 ACHIEVEMENT REVIEW

A. Achievement of Overall ACCTion Goals/Objectives, 1977-78

Please circle the number which best indicates the degree to which you think the following overall ACCTion goals and objectives have been achieved in your ACCTion program area. These are goals and objectives as originally delineated in the ACCTion proposal to Title III.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Not achieved at all						Completely achieved
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in							
Planning programs and services	1	2	3	4	5	6	7
Developing programs and services	1	2	3	4	5	6	7
Delivering programs and services	1	2	3	4	5	6	7
Evaluating programs and services	1	2	3	4	5	6	7
2. To instill a sense of interdependence among two-year college personnel.	1	2	3	4	5	6	7
3. To encourage two-year colleges to assist one another in							
Maintaining	1	2	3	4	5	6	7
Expanding	1	2	3	4	5	6	7
Developing	1	2	3	4	5	6	7
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.							
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	1	2	3	4	5	6	7

	Not achieved at all						Completely achieved
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	3	4	5	6	7
6. To render specific and individual assistance to two-year postsecondary institutions.	1	2	3	4	5	6	7
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	1	2	3	4	5	6	7
8. To develop an institutional plan for each college including details of technical assistance needs.	1	2	3	4	5	6	7

B. Assessment of ACCTion Services

Please circle the appropriate response; if for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.

Very ineffective			Neutral			Very effective
1	2	3	4	5	6	7

2. Rate how useful in general ACCTion services have been in aiding the development of your institution.

Useless			Neutral			Very useless
1	2	3	4	5	6	7

3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:

	Verv dissatisfied			Neutral			Very satisfied
(a) quality of services	1	2	3	4	5	6	7
(b) amount of services	1	2	3	4	5	6	7
(c) type of services	1	2	3	4	5	6	7
(d) timeliness of services (response time)	1	2	3	4	5	6	7
(e) effectiveness of services	1	2	3	4	5	6	7
(f) relevance of services	1	2	3	4	5	6	7

C. Institutional Overview

1. Please rate your institution for the following items, circling the appropriate response.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Very Low			Moderate			Very High
a. Need to change the overall resource development program.	1	2	3	4	5	6	7
b. Ability to change the overall resource development program.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
d. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
e. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
h. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
j. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
k. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
l. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
m. The college's allocation of professional time to the ACCTion program area.	1	2	3	4	5	6	7

2. Please indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicates a very inhibiting effect on ACCTion goal achievement; 4 indicates no perceptible impact; 7 indicates a very facilitating effect on ACCTion goal achievement.) Please circle the appropriate response.	Inhibiting			Neutral			Facilitating
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
b. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
f. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
g. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
h. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
j. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
k. The college's allocation of professional time in the ACCTion program area.	1	2	3	4	5	6	7
l. Other factors: (please specify) ______________________	1	2	3	4	5	6	7
______________________	1	2	3	4	5	6	7

D. Center Service Delivery

Please evaluate the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated. Rate each item, circling the appropriate number.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1. Lacks professional competence	1	2	3	4	5	6	7	High professional competence
2. Poor resource allocation	1	2	3	4	5	6	7	Very good resource allocation
3. Assistance inappropriate to specific needs	1	2	3	4	5	6	7	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	1	2	3	4	5	6	7	High continuity of relationships with ACCTion staff members
5. Planning:								
(a) No assistance in defining needs	1	2	3	4	5	6	7	Assists in defining needs
(b) No assistance in developing institutional plan	1	2	3	4	5	6	7	Assists in developing institutional plan
(c) Technical assistance implementation:								
(1) Poorly planned/managed	1	2	3	4	5	6	7	Well-planned/managed
(2) Not individualized	1	2	3	4	5	6	7	Individualized
(3) Ineffective	1	2	3	4	5	6	7	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	1	2	3	4	5	6	7	Provides opportunities for interaction among similar institutions
7. Dissemination of information:								
(a) Inappropriate	1	2	3	4	5	6	7	Appropriate
(b) Not timely	1	2	3	4	5	6	7	Timely
(c) Complex	1	2	3	4	5	6	7	Uncomplicated
(d) Useless	1	2	3	4	5	6	7	Useful
(e) Irrelevant	1	2	3	4	5	6	7	Relevant
(f) Confusing	1	2	3	4	5	6	7	Clear
(g) Insufficient	1	2	3	4	5	6	7	Excessive
8. Overall effect on the institution:								
(a) No improvement in staff skills	1	2	3	4	5	6	7	Staff skills upgraded
(b) No change in program development	1	2	3	4	5	6	7	Programs strengthened

E. Additional Observations

1. During interviews with personnel from ACCTion-associated institutions, several individuals involved with ACCTion expressed an interest in working concurrently with more than one ACCTion component (Center).

   Given your institution's present faculty and budget, what would you consider the advantages and/or disadvantages to a restructuring of ACCTion service delivery to permit multiple Center associations?

2. Other than the above, what suggestions for changes in the scope of ACCTion services/service delivery would you like to see occur?

3. At the close of this academic year, many institutions will end their affiliation with their current Center. For those institutions which are facing this situation, please answer the following question:

   Without direct assistance from the Center, how would you evaluate your institution's ability to continue or expand changes initiated during your involvement with the ACCTion Center?

ACCTion CONSORTIUM
1977-78 External Evaluation

NAME:____________________ TITLE:__________ INSTITUTION:________________

NUMBER OF YEARS WITH THIS CENTER: ______________

Did you fill out the original ACCTion needs assessment
when your school joined your current ACCTion Center? yes__ no __

Needs Assessment - Student Development Services

Please indicate by checkmark on the appropriate line your priorities for each of the needs indicated below.

Please utilize the following scale in evaluating needs.

1 - Critical & Pressing Need

2 - Important Need

3 - Moderate Need

4 - No Perceived Need Now

5 - Not Applicable

I. GENERAL AND MANAGERIAL NEEDS

1. Establish philosophy, goals and objectives for Student Development Services program __ 1 __ 2 __ 3 __ 4 __ 5
2. Design and organization of program in accordance with philosophy, goals and objectives __ 1 __ 2 __ 3 __ 4 __ 5
3. General management of program __ 1 __ 2 __ 3 __ 4 __ 5
4. Securing adequately trained personnel __ 1 __ 2 __ 3 __ 4 __ 5
5. In-service staff development and training __ 1 __ 2 __ 3 __ 4 __ 5
6. Enhancing relationships with chief executive officer and other major administrators __ 1 __ 2 __ 3 __ 4 __ 5
7. Coordination of Student Development functions with instructional functions __ 1 __ 2 __ 3 __ 4 __ 5
8. Decentralization of Student Development functions __ 1 __ 2 __ 3 __ 4 __ 5
9. Promoting acceptance of Student Development concepts and the student personnel point of view throughout the institution __ 1 __ 2 __ 3 __ 4 __ 5
10. Evaluating Student Development programs and services __ 1 __ 2 __ 3 __ 4 __ 5

II. SPECIAL PROGRAM AREA NEEDS

In this section we are asking you to rate the development of present programs and to evaluate the need for additional development.

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
A. Admissions/Recruitment								
1. Recruitment plan development	1	2	3	4	4	3	2	1
2. Articulation with secondary institutions	1	2	3	4	4	3	2	1
3. Admissions/Recruitment policy development	1	2	3	4	4	3	2	1
4. Admissions procedures development	1	2	3	4	4	3	2	1
5. Placement testing	1	2	3	4	4	3	2	1
B. Registration/Records								
6. Registration procedures	1	2	3	4	4	3	2	1
7. Student information systems	1	2	3	4	4	3	2	1
C. Orientation Functions								
8. Design of effective orientation programs and events	1	2	3	4	4	3	2	1
9. Student leadership development and student participation	1	2	3	4	4	3	2	1
10. College adjustment/study skills seminars and classes	1	2	3	4	4	3	2	1
D. Academic Support Services								
11. Academic advisement	1	2	3	4	4	3	2	1
12. Diagnostic testing	1	2	3	4	4	3	2	1
13. Human potential personal development courses	1	2	3	4	4	3	2	1
14. Coordinating relationships between instructional and student services staff	1	2	3	4	4	3	2	1
E. Financial Support Services								
15. Identification of financial aid resources	1	2	3	4	4	3	2	1
16. Identification and development of local financial aid resources	1	2	3	4	4	3	2	1
17. Determination of financial need	1	2	3	4	4	3	2	1
18. Identification and development of student employment opportunities	1	2	3	4	4	3	2	1

II. SPECIAL PROGRAM AREA NEEDS (continued)

Circle one item below for each category

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Doesn't Exist	Weak Area	Moderately Developed	Well Deveoped	Critical and Pressing	Important Need	Moderate Need	No Need Now
F. Counseling and Testing Services								
19. Staff development of general counseling skills	1	2	3	4	4	3	2	1
20. Staff development of group counseling skills	1	2	3	4	4	3	2	1
Development of counseling skills related to the following decision areas:								
21. Personal/social development	1	2	3	4	4	3	2	1
22. Academic development	1	2	3	4	4	3	2	1
23. Career development sensitivity and awareness enhancement	1	2	3	4	4	3	2	1
24. Other counseling needs	1	2	3	4	4	3	2	1
25. Test administration and interpretation	1	2	3	4	4	3	2	1
G. Services to Special Student Groups								
26. Minority	1	2	3	4	4	3	2	1
27. Educationally Disadvantaged	1	2	3	4	4	3	2	1
28. Physically Handicapped	1	2	3	4	4	3	2	1
29. Veterans & Service Persons	1	2	3	4	4	3	2	1
30. Mature Women	1	2	3	4	4	3	2	1
31. Second Career/Underemployed	1	2	3	4	4	3	2	1
32. Foreign Students	1	2	3	4	4	3	2	1
33. Isolated/Incarcerated	1	2	3	4	4	3	2	1
H. Student Life Services								
34. Enhancing social, ethical, religious consciousness	1	2	3	4	4	3	2	1
35. Student life adjustment	1	2	3	4	4	3	2	1
problems (misuse of drugs, alcohol etc.)	1	2	3	4	4	3	2	1
36. Student health services	1	2	3	4	4	3	2	1
37. Student housing management and utilization	1	2	3	4	4	3	2	1
38. Integrating living and learning activities	1	2	3	4	4	3	2	1
39. Student discipline/rights and responsibilities	1	2	3	4	4	3	2	1
40. Enhancing interpersonal relations	1	2	3	4	4	3	2	1

II. SPECIAL PROGRAM AREA NEEDS (continued)

ACCTion External Evaluation, 1977-78

	STATUS OF EXISTING PROGRAMS				ESTIMATED NEED FOR FURTHER DEVELOPMENT			
	Circle one item below for each category							
	Doesn't Exist	Weak Area	Moderately Developed	Well Developed	Critical and Pressing	Important Need	Moderate Need	No Need Now
I. Student Development Activities								
41. Student leadership training	1	2	3	4	4	3	2	1
42. Student activity/interest group planning	1	2	3	4	4	3	2	1
43. Student/staff recreational planning	1	2	3	4	4	3	2	1
44. Intercollegiate athletics management	1	2	3	4	4	3	2	1
45. Student publications development	1	2	3	4	4	3	2	1
J. Placement								
46. Career planning	1	2	3	4	4	3	2	1
47. Job placement	1	2	3	4	4	3	2	1
48. Upward articulation with senior institutions	1	2	3	4	4	3	2	1
K. Analysis/Research/Follow-up								
49. Analysis of student information	1	2	3	4	4	3	2	1
50. Program evaluation	1	2	3	4	4	3	2	1
51. Research related to college student life	1	2	3	4	4	3	2	1
52. Follow-up activities and studies	1	2	3	4	4	3	2	1
L. Other Areas	1	2	3	4	4	3	2	1

1977-78 ACHIEVEMENT REVIEW

A. Achievement of Overall ACCTion Goals/Objectives, 1977-78

Please circle the number which best indicates the degree to which you think the following overall ACCTion goals and objectives have been achieved in your ACCTion program area. These are goals and objectives as originally delineated in the ACCTion proposal to Title III.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Not achieved at all						Completely achieved
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in							
Planning programs and services	1	2	3	4	5	6	7
Developing programs and services	1	2	3	4	5	6	7
Delivering programs and services	1	2	3	4	5	6	7
Evaluating programs and services	1	2	3	4	5	6	7
2. To instill a sense of interdependence among two-year college personnel.	1	2	3	4	5	6	7
3. To encourage two-year colleges to assist one another in							
Maintaining	1	2	3	4	5	6	7
Expanding	1	2	3	4	5	6	7
Developing	1	2	3	4	5	6	7
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.							
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	1	2	3	4	5	6	7

ACCTion External Evaluation, 1977-78

	Not achieved at all						Completely achieved
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	3	4	5	6	7
6. To render specific and individual assistance to two-year postsecondary institutions.	1	2	3	4	5	6	7
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	1	2	3	4	5	6	7
8. To develop an institutional plan for each college including details of technical assistance needs.	1	2	3	4	5	6	7

B. Assessment of ACCTion Services

Please circle the appropriate response; if for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.

Very ineffective			Neutral			Very effective
1	2	3	4	5	6	7

2. Rate how useful in general ACCTion services have been in aiding the development of your institution.

Useless			Neutral			Very useless
1	2	3	4	5	6	7

3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:

	Very dis-satisfied			Neutral			Very satisfied
(a) quality of services	1	2	3	4	5	6	7
(b) amount of services	1	2	3	4	5	6	7
(c) type of services	1	2	3	4	5	6	7
(d) timeliness of services (response time)	1	2	3	4	5	6	7
(e) effectiveness of services	1	2	3	4	5	6	7
(f) relevance of services	1	2	3	4	5	6	7

C. Institutional Overview

1. Please rate your institution for the following items, circling the appropriate response.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Very Low			Moderate			Very High
a. Need to change the overall student development services program.	1	2	3	4	5	6	7
b. Ability to change the overall student development services program.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
d. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
e. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
h. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
j. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
k. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
l. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
m. The college's allocation of professional time to the ACCTion program area.	1	2	3	4	5	6	7

ACCTion External Evaluation, 1977-78

2. Please indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicates a very inhibiting effect on ACCTion goal achievement; 4 indicates no perceptible impact; 7 indicates a very facilitating effect on ACCTion goal achievement.) Please circle the appropriate response.

	Inhibiting			Neutral			Facilitating
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	3	4	5	6	7
b. Chief campus administrator's personal involvement in ACCTion activities.	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
f. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
g. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
h. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
j. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
k. The college's allocation of professional time in the ACCTion program area.	1	2	3	4	5	6	7
l. Other factors: (please specify) ____________________	1	2	3	4	5	6	7
____________________	1	2	3	4	5	6	7

D. Center Service Delivery

Please evaluate the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated. Rate each item, circling the appropriate number.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1.	Lacks professional competence	1	2	3	4	5	6	7	High professional competence
2.	Poor resource allocation	1	2	3	4	5	6	7	Very good resource allocation
3.	Assistance inappropriate to specific needs	1	2	3	4	5	6	7	Appropriate assistance (related to specific needs)
4.	Relationships with ACCTion staff members lack continuity	1	2	3	4	5	6	7	High continuity of relationships with ACCTion staff members
5.	Planning:								
(a)	No assistance in defining needs	1	2	3	4	5	6	7	Assists in defining needs
(b)	No assistance in developing institutional plan	1	2	3	4	5	6	7	Assists in developing institutional plan
(c)	Technical assistance implementation:								
(1)	Poorly planned/managed	1	2	3	4	5	6	7	Well-planned/managed
(2)	Not individualized	1	2	3	4	5	6	7	Individualized
(3)	Ineffective	1	2	3	4	5	6	7	Effective in terms of stated objectives
6.	No provision of opportunities for interaction among similar institutions	1	2	3	4	5	6	7	Provides opportunities for interaction among similar institutions
7.	Dissemination of information:								
(a)	Inappropriate	1	2	3	4	5	6	7	Appropriate
(b)	Not timely	1	2	3	4	5	6	7	Timely
(c)	Complex	1	2	3	4	5	6	7	Uncomplicated
(d)	Useless	1	2	3	4	5	6	7	Useful
(e)	Irrelevant	1	2	3	4	5	6	7	Relevant
(f)	Confusing	1	2	3	4	5	6	7	Clear
(g)	Insufficient	1	2	3	4	5	6	7	Excessive
8.	Overall effect on the institution:								
(a)	No improvement in staff skills	1	2	3	4	5	6	7	Staff skills upgraded
(b)	No change in program development	1	2	3	4	5	6	7	Programs strengthened

E. Additional Observations

1. During interviews with personnel from ACCTion-associated institutions, several individuals involved with ACCTion expressed an interest in working concurrently with more than one ACCTion component (Center).

   Given your institution's present faculty and budget, what would you consider the advantages and/or disadvantages to a restructuring of ACCTion service delivery to permit multiple Center associations?

2. Other than the above, what suggestions for changes in the scope of ACCTion services/service delivery would you like to see occur?

3. At the close of this academic year, many institutions will end their affiliation with their current Center. For those institutions which are facing this situation, please answer the following question:

   Without direct assistance from the Center, how would you evaluate your institution's ability to continue or expand changes initiated during your involvement with the ACCTion Center?

Enterprises for New Directions, Inc.
13820 Dowlais Drive, Rockville, Maryland 20853 (301) 460-3781

May 9, 1978

Dear

Enterprises for New Directions (END) has been retained to conduct the annual third-party evaluation of the ACCTion Consortium. In this capacity END has conducted many interviews and has visited campuses, ACCTion Centers, regional meetings, and workshops. Furthermore, END has developed the attached survey questionnaire to assist in the evaluation process in compliance with the Office of Education requirements.

Enclosed is a questionnaire, which is being sent to each chief campus administrative officer. It is designed to assess the institution's relationship to its ACCTion Center and institutional progress in the ACCTion component area. The questions have undergone careful scrutiny by END staff, by the ACCTion Coordinating Office staff, and by the ACCTion Center directors. The result will provide a measure of your institution's achievement in ACCTion-related areas as well as an evaluation of ACCTion itself.

The ACCTion coordinator at your institution is also receiving a questionnaire. It is similar to the one enclosed, but not identical. Therefore we request that you complete this questionnaire independently.

We appreciate your cooperation in this matter. The Office of Education, Basic Institutional Development Branch, requires all (100 %) of the ACCTion institutions to participate in this external evaluation.

Please complete the enclosed survey and return it to our office: Enterprises for New Directions, Inc., 7315 Wisconsin Avenue, Suite 726E, Bethesda, Maryland 20014, by May 22, 1978.

Sincerely,

Charles L. Wilson
President

CLW:ege
enclosure

OFFICES: *Philadelphia, Pennsylvania • Washington, DC • Atlanta, Georgia • Daytona Beach, Florida*

ACCTion CONSORTIUM
1977-78 External Evaluation

NAME:____________________ INSTITUTION:____________________

CENTER AFFILIATION:________________ NUMBER OF YEARS WITH THIS CENTER:________

1977-78 ACHIEVEMENT REVIEW

A. Achievement of Overall ACCTion Goals/Objectives, 1977-78

Please circle the number which best indicates the degree to which you think the following overall ACCTion goals and objectives have been achieved in your ACCTion program area. These are goals and objectives as originally delineated in the ACCTion proposal to Title III.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Not achieved at all						Completely achieved
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in							
Planning programs and services	1	2	3	4	5	6	7
Developing programs and services	1	2	3	4	5	6	7
Delivering programs and services	1	2	3	4	5	6	7
Evaluating programs and services	1	2	3	4	5	6	7
2. To instill a sense of interdependence among two-year college personnel.	1	2	3	4	5	6	7
3. To encourage two-year colleges to assist one another in							
Maintaining	1	2	3	4	5	6	7
Expanding	1	2	3	4	5	6	7
Developing	1	2	3	4	5	6	7
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.							

	Not achieved at all						Completely achieved
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	1	2	3	4	5	6	7
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	3	4	5	6	7
6. To render specific and individual assistance to two-year postsecondary institutions.	1	2	3	4	5	6	7
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	1	2	3	4	5	6	7
8. To develop an institutional plan for each college including details of technical assistance needs.	1	2	3	4	5	6	7

B. Assessment of ACCTion Services

Please circle the appropriate response; if for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Very ineffective			Neutral			Very effective
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	1	2	3	4	5	6	7

	Useless			Neutral			Very useless
2. Rate how useful in general ACCTion services have been in aiding the development of your institution.	1	2	3	4	5	6	7

3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:	Very dis-satisfied			Neutral			Very satisfied
(a) quality of services	1	2	3	4	5	6	7
(b) amount of services	1	2	3	4	5	6	7
(c) type of services	1	2	3	4	5	6	7
(d) timeliness of services (response time)	1	2	3	4	5	6	7
(e) effectiveness of services	1	2	3	4	5	6	7
(f) relevance of services	1	2	3	4	5	6	7

C. Institutional Overview

1. Please rate your institution for the following items, circling the appropriate response.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

	Very Low			Moderate			Very High
a. Need to change the overall instructional program.*	1	2	3	4	5	6	7
b. Ability to change the overall instructional program.*	1	2	3	4	5	6	7
c. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
f. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
g. Institutional staff turnover in the ACCTion program area.	1	2	3	4	5	6	7
h. Morale of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
i. The ranking of the ACCTion program area in relation to other institutional priorities.	1	2	3	4	5	6	7
j. Allocation of college financial resources to the ACCTion program area.	1	2	3	4	5	6	7
k. The college's allocation of professional time to the ACCTion program area.	1	2	3	4	5	6	7

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* Identical survey instruments were sent to all chief campus administrative officers, except that the wording for questions C.1.a and C.1.b reflected Center affiliation.

2. Please indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicates a very inhibiting effect on ACCTion goal achievement; 4 indicates no perceptible impact; 7 indicates a very facilitating effect on ACCTion goal achievement.) Please circle the appropriate response.

	Inhibiting			Neutral			Facilitating
a. Acceptance of and cooperation with ACCTion by other campus administrators.	1	2	3	4	5	6	7
b. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	2	3	4	5	6	7
c. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	3	4	5	6	7
d. Competence of institutional staff in the ACCTion program area.	1	2	3	4	5	6	7
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i. The college's allocation of professional time in the ACCTion program area.	1	2	3	4	5	6	7
j. Other factors: (please specify) ____________________	1	2	3	4	5	6	7
____________________	1	2	3	4	5	6	7

D. Center Service Delivery

Please evaluate the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated. Rate each item, circling the appropriate number.

NOTE: If for any reason you are unable to respond to an item, please put "DK" (don't know) or "NA" (not applicable) to the left of the number of the item.

1.	Lacks professional competence	1	2	3	4	5	6	7	High professional competence
2.	Poor resource allocation	1	2	3	4	5	6	7	Very good resource allocation
3.	Assistance inappropriate to specific needs	1	2	3	4	5	6	7	Appropriate assistance (related to specific needs)
4.	Relationships with ACCTion staff members lack continuity	1	2	3	4	5	6	7	High continuity of relationships with ACCTion staff members
5.	Planning:								
	(a) No assistance in defining needs	1	2	3	4	5	6	7	Assists in defining needs
	(b) No assistance in developing institutional plan	1	2	3	4	5	6	7	Assists in developing institutional plan
	(c) Technical assistance implementation:								
	(1) Poorly planned/managed	1	2	3	4	5	6	7	Well-planned/managed
	(2) Not individualized	1	2	3	4	5	6	7	Individualized
	(3) Ineffective	1	2	3	4	5	6	7	Effective in terms of stated objectives
6.	No provision of opportunities for interaction among similar institutions	1	2	3	4	5	6	7	Provides opportunities for interaction among similar institutions
7.	Dissemination of information:								
	(a) Inappropriate	1	2	3	4	5	6	7	Appropriate
	(b) Not timely	1	2	3	4	5	6	7	Timely
	(c) Complex	1	2	3	4	5	6	7	Uncomplicated
	(d) Useless	1	2	3	4	5	6	7	Useful
	(e) Irrelevant	1	2	3	4	5	6	7	Relevant
	(f) Confusing	1	2	3	4	5	6	7	Clear
	(g) Insufficient	1	2	3	4	5	6	7	Excessive
8.	Overall effect on the institution:								
	(a) No improvement in staff skills	1	2	3	4	5	6	7	Staff skills upgraded
	(b) No change in program development	1	2	3	4	5	6	7	Programs strengthened

E. Additional Observations

1. During interviews with personnel from ACCTion-associated institutions, several individuals involved with ACCTion expressed an interest in working concurrently with more than one ACCTion component (Center).

   Given your institution's present faculty and budget, what would you consider the advantages and/or disadvantages to a restructuring of ACCTion service delivery to permit multiple Center associations?

2. Other than the above, what suggestions for changes in the scope of ACCTion services/service delivery would you like to see occur?

3. At the close of this academic year, many institutions will end their affiliation with their current Center. For those institutions which are facing this situation, please answer the following question:

   Without direct assistance from the Center, how would you evaluate your institution's ability to continue or expand changes initiated during your involvement with the ACCTion Center?

(This letter was sent to the four ACCTion Center directors.)

May 9, 1978

Mr. Gay Dahn
Director
Community Services ACCTion Center
Kirkwood Community College
Post Office Box 2068
Cedar Rapids, Iowa 52406

Dear Mr. Dahn:

Enterprises for New Directions (END) appreciates the attention given to the draft of the evaluation survey we sent last month. Your comments, along with those of the other ACCTion Center directors, were extremely useful in refining the instrument.

Attached is the revised edition of the survey. Please keep one for yourself and distribute the remaining copies to your professional staff members. We request that these be completed individually. However, we recognize that in some instances staff members will not have sufficient knowledge to comment on all institutions. In those instances, an "NA" (not applicable) is requested.

We request that these surveys be completed and returned to our office: Enterprises for New Directions, Inc., 7315 Wisconsin Avenue, Suite 726E, Bethesda, Maryland 20014, by May 22, 1978.

We further ask that in any communication emanating from your Center, you remind the chief campus administrative officers and ACCTion coordinators to comply with our request for their timely response. The Office of Education requirement of a 100% rate of response is very specific, and we are asking you to support our effort.

Thank you again for your time and cooperation in this evaluation process.

Sincerely yours,

Charles L. Wilson
President

CLW:evc
Enclosures

ACCTion CONSORTIUM EXTERNAL EVALUATION 1977-78

NAME: __________ TITLE: __________ CENTER: CSAC

DIRECTIONS: Using a scale of 1 to 7, rate the institutions served by this center:
1= Very low, 2= Low, 3= Below Average, 4= Average, 5= Above Average, 6= High, 7= Very High

Institutions	need to change the overall CS program	ability to change the CS program	Quality of relationships to Center			Relationship of ACCTion Coordinator to Center	
			acceptance and co-operation with ACCTion by Chief Campus Administrative Officer	acceptance and co-operation with ACCTion by other campus administrators	acceptance and cooperation with ACCTion by college staff and faculty	quality of	continuity of
Bay de Noc Community College							
Brevard Community College							
Brewton-Parker College							
Chatfield College							
Community College of Beaver County							
Delaware Technical & Community Coll. Southern Campus							
Dodge City Community College							
Eastern Oklahoma State College							
Eastern Wyoming College							
Edgecombe Technical Institute							
Ellsworth Community College - IVCC							
Indiana Vocational Technical Coll. Fort Wayne							
Indiana Vocational Technical Coll. South Bend							
Iowa Lakes Community College							
Iowa Western Community College							
Louisiana State University Eunice Campus							
Midway College							
Mount Aloysius Junior College							
Patrick Henry Community College							
Richmond Technical Institute							
San Diego City College							
St. John's River Community College							
Tompkins Cortland Community College							
Villa Julie College							
Wabash Valley College - IECC							

ACCTion CONSORTIUM EXTERNAL EVALUATION 1977-78

NAME: ______________ TITLE: ______________ CENTER: IAC

DIRECTIONS: Using a scale of 1 to 7, rate the institutions served by this center:
1= Very low, 2= Low, 3= Below Average, 4= Average, 5= Above Average, 6= High, 7= Very High

Institutions	need to change the overall Instructional program	ability to change the Instructional program	Quality of relationships to Center			Relationship of ACCTion Coordinator to Center	
			acceptance and co-operation with ACCTion by Chief Campus Administrative Officer	acceptance and co-operation with ACCTion by other campus administrators	acceptance and cooperation with ACCTion by college staff and faculty	quality of	continuity of
Alabama Christian College							
Caldwell Community College & Technical Inst.							
Carteret Technical Institute							
Chattanooga State Technical Community Coll.							
Cincinnati Technical College							
Dawson Community College							
Daytona Beach Community College							
Delaware Technical & Community College Stanton Campus							
Florence-Darlington Technical College							
Genessee Community College							
Hesston College							
Highland Community College							
Indiana Vocational Technical College Indianapolis							
James Sprunt Institute							
Kirkwood Community College							
Lake Land College							
Lake Region Junior College							
Lincoln Trail College - IECC							
Maui Community College							
Newbury Junior College							
North Central Technical Institute							
North Greenville College							
North Iowa Area Community College							
Orangeburg-Calhoun Technical College							
Presentation College							
Spokane Community College							
Spokane Falls Community College							
University Community & Technical College University of Toledo							
Willmar Community College							
Wood Junior College							
Young Harris College							

ACCTion CONSORTIUM EXTERNAL EVALUATION 1977-78

NAME:______________ TITLE:______________ CENTER: RDAC

DIRECTIONS: Using a scale of 1 to 7, rate the institutions served by this center:
1= Very low, 2= Low, 3= Below Average, 4= Average, 5= Above Average, 6= High, 7= Very High

Institutions	need to change the overall RD program	ability to change the RD program	Quality of relationships to Center			Relationship of ACCTion Coordinator to Center	
			acceptance and cooperation with ACCTion by Chief Campus Administrative Officer	acceptance and cooperation with ACCTion by other campus administrators	acceptance and cooperation with ACCTion by college staff and faculty	quality of	continuity of
Arizona Western College							
Arkansas State University - Beebe Branch							
Chesterfield-Marlboro Technical College							
Claremore Junior College							
Clark Technical College							
College of Southern Idaho							
Cowley County Community College							
Cumberland College of Tennessee							
Delaware Technical & Community College President's Office							
Edison Community College							
Gogebic Community College							
Gordon Junior College							
Harriman College							
Housatonic Community College							
Indiana Vocational Technical College Columbus							
Indiana Vocational Technical College Kokomo							
John A. Logan College							
Johnson County Community College							
Lenoir Community College							
Marshalltown Community College - IVCC							
Michigan Christian Junior College							
Mohegan Community College							
Montreat-Anderson College							
Post College							
San Diego Evening College							
Southeast Community College							
Southern Baptist College							
Southwest Virginia Community College							
Waukesha County Technical Institute							
Wesley College							
Yakima Valley Community College							

ACCTion CONSORTIUM EXTERNAL EVALUATION 1977-78

NAME: ______________ TITLE: ______________ CENTER: SDSAC

DIRECTIONS: Using a scale of 1 to 7, rate the institutions served by this center:
1= Very low, 2= Low, 3= Below Average, 4= Average, 5= Above Average, 6= High, 7= Very High

Institutions	need to change the overall SDS program	ability to change the SDS program	Quality of relationships to Center			Relationship of ACCTion Coordinator to Center	
			acceptance and co-operation with ACCTion by Chief Campus Administrative Officer	acceptance and co-operation with ACCTion by other campus administrators	acceptance and cooperation with ACCTion by college staff and faculty	quality of	continuity of
Alvin Community College							
Central College							
Chowan College							
Copiah-Lincoln Junior College							
Delaware Technical & Community College Wilmington Campus							
Donnelly College							
Eastern New Mexico University - Roswell							
Fisher Junior College							
Hutchinson Community Junior College							
Indiana Vocational Technical College Evansville							
Indiana Vocational Technical College Terre Haute							
Lassen College							
Lehigh County Community College							
Lower Columbia College							
Maria Regina College							
Midlands Technical College							
Mount Olive College							
Northwestern Connecticut Community Coll.							
Olney Central College - IECC							
Piedmont Technical College							
St. John's College							
Thomas Nelson Community College							
Tri-County Technical College							
Trident Technical College							
Westbrook College							
West Los Angeles College							
Williamsport Area Community College							
York College							

Please list what you consider to be the five (5) major responsibilities of the D. C. Coordinating Office. For each, please rate, on a scale of 1 to 7, the success of the D. C. office in carrying out each of these responsibilities.*

Area of Responsibility	Very Low						Very High
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7

Please list what you consider to be the five (5) major responsibilities of your Center's Advisory Board. For each, please rate, on a scale of 1 to 7, the success of the Advisory Board in carrying out each of these responsibilities.*

Area of Responsibility	Very Low						Very High
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7

ACCTion External Evaluation, 1977-78

How would you evaluate the success of ACCTion in achieving the Title III goals and objectives? *

During interviews with personnel from various ACCTion-associated institutions, several individuals expressed an interest in working concurrently with more than one Center.

From your viewpoint as a staff member, what would you consider the advantages or disadvantages to a restructuring of ACCTion service delivery which would permit multiple Center associations?*

*These questions were asked of all Center professional staff.

Enterprises for New Directions, Inc. 13820 Dowlais Drive, Rockville, Maryland 20853 (301) 460-3781

May 9, 1978

Dear

Enterprises for New Directions (END) has been retained to conduct the third-party evaluation of the ACCTion Consortium. In this capacity, END has conducted many interviews and has visited campuses, ACCTion Centers, regional meetings, and workshops. Furthermore, END has developed the attached survey questionnaire to assist in the evaluation process in compliance with the Office of Education requirements. In addition, surveys are being sent to the chief campus administrative officers and ACCTion coordinators of each institution, the ACCTion Center staff, and the staff of the D. C. Coordinating Board.

Enclosed is a questionnaire, which is being sent to the Advisory Board members of each ACCTion Center. It is designed to assess understanding of the role of the Center and the relationship of the Advisory Board to the Center and to the institutions served by the Center.

Please complete the form and return it to our office: Enterprises for New Directions, Inc., 7315 Wisconsin Avenue, Suite 726E, Bethesda, Maryland 20014, by May 22, 1978. We appreciate your cooperation in this matter, as we have been instructed by the Office of Education that they expect a 100% rate of participation in the external evaluation.

Sincerely yours,

Charles L. Wilson
President

CLW:evc

Enclosure

OFFICES: *Philadelphia, Pennsylvania • Washington, DC • Atlanta, Georgia • Daytona Beach, Florida*

ACCTion CONSORTIUM EXTERNAL EVALUATION, 1977-78

NAME:____________________________ POSITION:____________________________

CENTER AFFILIATION:______________

Please return to: Enterprises for New Directions, 7315 Wisconsin Avenue,
Suite 726E, Bethesda, Maryland 20014.

1. Please list what you consider to be the five (5) major responsibilities of the Center's Advisory Board. For each, please rate, on a scale of 1 to 7, the success of the Advisory Board in carrying out each of these responsibilities.

Area of Responsibility	Very Low						Very High
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7

* * * * * * * * * * * *

2. How would you describe and evaluate your relationship to the staff at your Center?

3. Describe the contributions of the Advisory Board to the success of your ACCTion Center.

4. To facilitate the operation of the Center, what recommendations would you make for changing

   a. the structure of the Advisory Board?
   b. the composition of the Advisory Board?
   c. the interaction of the Advisory Board with the Center staff?

**Enterprises for
New** 13820 Dowlais Drive, Rockville, Maryland 20853 (301) 460-3781
Directions, Inc.

May 9, 1978

MEMORANDUM

TO: ACCTion Coordinating Office Staff

FROM: Charles L. Wilson

SUBJECT: ACCTion External Evaluation

Attached is your copy of the ACCTion Coordinating Office questionnaire for the external evaluation of ACCTion for 1977-78. Please complete and return it to our office:

ENTERPRISES FOR NEW DIRECTIONS, INC.
7315 Wisconsin Avenue
Suite 726E
Washington, D. C. 20014

by May 22, 1978.

We thank you for your cooperation.

ACCTion Consortium
External Evaluation, 1977 - 78

Name:_________________________ Title:_____________________________

Please list what you consider to be the five (5) major responsibilities of the D. C. Coordinating Office. For each, please rate, on a scale of 1 to 7, the success of the D. C. office in carrying out each of these responsibilities.

Area of Responsibility	Very Low						Very High
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7

May 26, 1978

Dear ACCTion College Coordinator:

We have been notified today by Enterprises for New Directions, our third-party external evaluator for 1977-78, that they have not received from you the questionnaire which this year is being completed by the ACCTion college coordinators. I ask you please to complete the ACCTion External Evaluation and return it to END just as soon as possible. I realize that your end-of-year workload is heavy, and it is unfortunate that we have to administer this questionnaire at this time, but the Title III deadline date for the final evaluation report mandates our present timeline.

We were criticized last year by the Title III Evaluation and Accountability Section for not having a 100% response to our summative, external evaluation. They indicated to us that "by law, evaluation is required for 100% of the institutions." Please help us this year to make that a reality.

If you can return the END questionnaire within the next few days it would be greatly appreciated. Thank you for this special help.

Sincerely,

Michael E. Crawford
Executive Director

MEC:dd

May 26, 1978

Dear President:

We have been notified today by Enterprises for New Directions, our third-party external evaluator for 1977-78, that they have not received from you the questionnaire which this year is being completed by the ACCTion college presidents. I ask you please to complete the ACCTion External Evaluation and return it to END just as soon as possible. I realize that your end-of-year workload is heavy, and it is unfortunate that we have to administer this questionnaire at this time, but the Title III deadline date for the final evaluation report mandates our present timeline.

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If you can return the END questionnaire within the next few days it would be greatly appreciated. Thank you for this special help.

Sincerely,

Michael E. Crawford
Executive Director

MEC:dd

ACCTion CONSORTIUM
Suite 1500 - North Bldg., 955 L'Enfant Plaza, S.W., Washington, D.C. 20024, 202-488-8167

June 2, 1978

Dear President:

As I mentioned to you in my letter last week, it is imperative that we have 100 per cent response from ACCTion participating colleges to our summative, external evaluation. Therefore, please return the questionnaire from Enterprises for New Directions, Inc. (END) no later than June 7.

Thanks for your help.

Sincerely,

Michael E. Crawford
Executive Director

MEC:dd

ACCTion CONSORTIUM
Suite 1500 - North Bldg., 955 L'Enfant Plaza, S.W., Washington, D.C. 20024, 202-488-8167

June 2, 1978

Dear ACCTion College Coordinator:

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Thanks for your help.

Sincerely,

Michael E. Crawford
Executive Director

MEC:dd

national technical assistance consortium for two-year colleges

APPENDIX 2

GUIDELINES FOR ACCTION CENTER SITE VISITS

ACCTION

Center Site Visit Guidelines

Objectives

1. To assess planning, management and evaluation taking place at each Center.
2. To assess progress and problems in the delivery of services to member institutions (responsiveness, timeliness, effectiveness, quality, etc.).
3. To finalize the evaluation plan for ACCTion's member institutions.

1.0 Needs Assessment, Problem Identification

1. Briefly describe the needs assessment process.
   - a) How were the needs areas determined by the ACCTion staff?
   - b) What steps were (are) taken to individualize this instrument to the member institutions? When is it administered?
   - c) How would you improve the instrument?
   - d) What factors influence an institution's level of involvement with ACCTion?
   - e) What methods and approaches are used to increase the interaction with low-involvement institutions?

2.0 Program Planning

1. Briefly describe the relationship between needs assessment results and technical assistance planning.
   - a) How are objectives determined for each institution?

b) How do the objectives relate to the needs assessment?

c) How do the objectives relate to technical assistance? (That is, which comes first, the objectives or technical assistance planning?)

d) How is it determined that a school will receive (or participate in) technical assistance?

e) What plans are made to record actual impact of technical assistance?

f) What steps are taken in planning the delivery of technical assistance services?

g) What are the policies and procedures regarding expenditures made by each college?

h) How do you think the program planning process could be improved?

3.0 Implementation Design

1. Briefly describe the process of planning for the implementation of services.

a) How are resource personnel selected?

b) How are the contents of technical assistance programs determined?

c) What quality control procedures are built into these programs?

d) How can the implementation design be improved?

4.0 Actual Implementation

1. Briefly describe how programs are implemented.

    a) How well does the actual implementation meet the identified needs? How do you evaluate this?

    b) How well does the actual implementation meet the planned implementation?

    c) What changes would you make in this process?

    d) Do you feel that the Coordinating Office is functioning usefully for you?

    e) How can the implementation be improved?

5.0 Outcomes/Results

1. Briefly describe the evaluation process for technical assistance programs.

    a) How are outcomes at the institutional level assessed?

    b) How are evaluation results used in planning other technical assistance programs?

    c) How are the results of the needs assessment and the statements of institutional objectives related to the technical assistance program evaluations?

    d) How well have the Center's goals and objectives been achieved? What procedures do you use to assess this achievement?

    e) How would you redesign the evaluation process to make it more meaningful in planning future programs?

    f) Obtain list of products and documents produced as a result of ACCTion (for both Center and member colleges).

6.0 Finances

Briefly describe how finances are handled.

1. Who approved program expenditures?
2. Who maintains financial records?
3. Are financial records at the college computerized?
4. How much money is spent on each kind of technical assistance offered? per offering? per year?

NOTE: We are trying to determine if this information is available at each Center. If not, indicate that this information is important and try to solicit suggestions for the best means to collect it.

Money spent should be defined as all expenses including costs of staff time on each event. The number of participants should be included so that costs per participant can be figured.

APPENDIX 3

QUESTIONNAIRES. USED FOR INTERVIEWS WITH ACCTION COORDINATORS AND CHIEF CAMPUS ADMINISTRATIVE OFFICERS

COLLEGE SITE VISIT QUESTIONNAIRE - ACCTion Coordinator

Needs and Progress

1. Describe the needs of the college which the ACCTion Center is intended to meet.
2. How are priorities determined?
3. To what extent were governing board members, administrators, staff, faculty, students and the community involved in identifying needs and planning?
4. Describe progress during the past year. How effectively have the needs been met?
5. How has ACCTion helped to develop the institution and contribute to its long-range goals?
6. Describe internal evaluation measures.
7. Which objectives will not be met by the end of the year? Why?

Services of ACCTion

8. How often have services of ACCTion been used?
9. What kinds of services have been used?
10. How would you assess the quality of each service used?
11. Are there services you would like to have received, but did not?
12. What is the basis for selecting the persons benefiting from ACCTion programs?
13. What kinds of reporting do you do to the ACCTion Center? To the coordinating office? Who handles the paperwork? Are there any problems or concerns with this area or with any other administrative area?

Outcomes

14. Are figures available to indicate costs to the college of involvement with ACCTion? If so, what are they? (Salaries, travel, equipment, etc.)
15. How does this measure against what the college has gained from its involvement with ACCTion?
16. Are there any other effects of involvement with ACCTion that are spin-offs, part of the ripple effect? Has there been a ripple effect to institutions external to ACCTion?

17. In general, how would you assess the impact of ACCTion's services? Where was the college when it joined ACCTion? Where is it now?

18. Do you feel that there is adequate funding for the needs of this institution in this component area?

19. List any products developed in connection with ACCTion and the distribution of each.

20. If the college is a member of the Student Services Development Center:

    a. How many low-income and minority students are served by the institution?

    b. What are other special characteristics of students, if any?

21. If the college is a member of the Instructional Services Center

    a. What curricular areas were involved?

        (1) New majors
        (2) New courses
        (3) Course revisions
        (4) Other. Explain.

    b. What processes were used, including:

        (1) Released-time for faculty to update courses
        (2) Use of consultants. In what ways?

22. If the college is a member of the Resource Development Center:

    a. Have you produced any new proposals to federal agencies as a result of ACCTion?

    b. If so, have any been funded?

23. How would you redesign the ACCTion Consortium?

COLLEGE SITE VISIT QUESTIONNAIRE - PRESIDENT

1. In general, how would you assess the impact of ACCTion's services? Where was the college when it joined ACCTion? Where is it now? Any impact on students?
2. How has ACCTion helped to develop the institution and contribute to its long-range goals?
3. What could ACCTion do to aid in the development of your institution?
4. Has ACCTion helped your institution more clearly define its goals and objectives? Evidence?
5. Has ACCTion affected cooperative relationships among your institution and others with similar concerns?
6. How has ACCTion affected budgetary priorities of the college?
7. How aware is your administration of ACCTion and of ACCTion goals and objectives? How supportive are they?
8. How aware is your faculty of ACCTion and ACCTion goals and objectives? How supportive are they?
9. What changes do you believe ACCTion has effected in staff attitude? Evidence? In staff behavior? Evidence?
10. How would you redesign the ACCTion Consortium?

APPENDIX 4

LIST OF INSTITUTIONS WHOSE PERSONNEL WERE INTERVIEWED

Institutions Whose Personnel Were Interviewed

Bay de Noc Community College, Escanaba, Michigan,
Community Services ACCTion Center

Brevard Community College, Cocoa, Florida,
Community Services ACCTion Center

Clark Technical College, Springfield, Ohio,
Resource Development ACCTion Center

Cowley County Community College, Arkansas City, Kansas,
Resource Development ACCTion Center

Cumberland College of Tennessee, Lebanon, Tennessee,
Resource Development ACCTion Center

Daytona Beach Community College, Daytona Beach, Florida,
Instructional ACCTion Center

Gogebic Community College, Ironwood, Michigan,
Resource Development ACCTion Center

Hesston College, Hesston, Kansas,
Instructional ACCTion Center

Highland Community College, Freeport, Illinois,
Instructional ACCTion Center

Kirkwood Community College, Cedar Rapids, Iowa,
Instructional ACCTion Center

Lake Land College, Mattoon, Illinois,
Instructional ACCTion Center

Lincoln Trail College, Robinson, Illinois,
Instructional ACCTion Center

Maria Regina College, Syracuse, New York,
Student Development Services ACCTion Center

Michigan Christian Junior College, Rochester, Michigan,
Resource Development ACCTion Center

Newbury Junior College, Boston, Massachusetts,
Instructional ACCTion Center

Institutions Whose Personnel Were Interviewed (continued)

Northwestern Connecticut Community College, Winsted, Connecticut,
Student Development Services ACCTion Center

Patrick Henry Community College, Martinsville, Virginia,
Community Services ACCTion Center

Tri-County Technical College, Pendleton, South Carolina,
Student Development Services ACCTion Center

Waukesha County Technical Institute, Pewaukee, Wisconsin,
Resource Development ACCTion Center

Westbrook College, Portland, Maine,
Student Development Services ACCTion Center

APPENDIX 5

PROCESS FOR SELECTION OF THE EXTERNAL EVALUATOR, END'S CAPABILITY STATEMENT, AND END'S PROJECT TEAM

CONTENTS

Page

Process for Selection of the External Evaluator A-80

END's Capability Statement A-90

END's Project Team A-104

SELECTION OF THE EXTERNAL EVALUATOR

According to the Title III implementing regulations, the ACCTion Consortium is required to engage a third-party external evaluator to submit a final report documenting the achievement and progress of the ACCTion Consortium's program. The process for selection began with the identification of possible items and questions for inclusion in the external evaluation.

A guideline or prospectus outlining the scope of the project was sent to a select group of prospective evaluators. Interviews were then conducted with representatives of these firms.

The ACCTion Consortium staff reviewed the proposals submitted according to a set of prepared guidelines, which focused on the framework for the proposed evaluation, perception of the goals/objectives of the evaluation, comprehension of the nature of the project, the methodologies to be used, familiarity with two-year college operation, familiarity with agency program operation, agreement with any special agency guidelines for evaluation, budget items, and staff capabilities related to this project.

On the basis of the above criteria, the selection of the third-party evaluator was made. The evaluator was notified and a specific timetable developed.

ACCTion CONSORTIUM

Report on Search for External Evaluator for 1977-78 Summative Evaluation

Background

The search for the third party evaluator for 1977-78 of the ACCTion Consortium began in early November, 1977. At that time the Director of Planning and Evaluation prepared "Possible Guidelines for Third-Party Evaluation, 1977-78" which was sent to the Center Directors and members of the Evaluation Group. The selection of an external evaluator was an agenda item for the Staff meeting scheduled for November at the time of the Western Regional Workshop. The above guidelines were prepared after a review of written comments about the 1976-77 external evaluation from Center Directors and the Evaluation Group. A copy of the guidelines is attached, as well as a timetable for the selection process.

As a result of discussions with Center staff at Colorado Springs, the Director of Planning and Evaluation prepared a "Prospectus for ACCTion Summative Evaluation, 1977-78." This prospectus with a covering letter was sent to the following seven organizations on December 1, 1977. The letter requested an evaluation plan by January 9, 1978. A copy of the covering letter and prospectus are attached.

Dr. James W. Trent
16324 Bermuda Street
Granada Hills, CA 91344
(Laboratory for Research in
Higher Education, University
of California at Los Angeles)

Mr. Rodney G. Hurley
President
Comprehensive Research Services, I
P. O. Box 526
Bowie, MD 20715

Dr. Mark M. Greene
Director
Audit and Evaluation Program
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, OR 97204

Mr. Max Tadlock
Tadlock Associates, Inc.
86 Third Street
P. O. Box AB
Los Altos, CA 94022

Dr. Charles L. Wilson
President
Enterprises for New Directions, Inc.
13820 Dowlais Drive
Rockville, MD 20853

Dr. James Harvey
Director, Education Division
McManis Associates, Inc.
1201 Connecticut Ave., N.W.
Washington, D.C. 20036

Dr. Jordan Utsey, Dean
Center for Evaluation
College ofEducation
Kansas State University
Manhattan, KS 66502

Written proposals for the external evaluation were received by Tadlock Associates, Inc.; McManis Associates, Inc.; the Northwest Regional Educational Laboratory; Enterprises for New Directions, Inc.; and Dr. Jordan Utsey. Comprehensive Research Services decided not to submit a proposal because of time problems. Dr. James Trent did have an interview with ACCTion staff in Washington, but we did not hear from him again although we thought he was submitting a proposal.

Recommendation

On the basis of personal interviews and after an examination of the proposals for external evaluation, I recommend that Enterprises for New Directions, Inc. conduct the external evaluation for ACCTion's third year, 1977-78.

The evaluation plan includes:

(1) Preliminary review of previous ACCTion materials, annual program plans of colleges, needs assessment data, and development of a written external evaluation plan with objectives, milestones, a timetable, and a visitation schedule.

(2) The development of a survey instrument to be reviewed by ACCTion Coordinating Office staff and Center staff to be administered to all 114 ACCTion colleges.

(3) Development of Case Study format for each college in collaboration with ACCTion CO staff and Center staff.

(4) Site visits to the four Centers and the Coordinating Office; to a sample of 24 colleges; and to one of each Center's sponsored technical assistance activities during the spring.

(5) Visit with ACCTion staff during the Pittsburgh Regional Workshop, March 29-31.

(6) Interviews with college presidents of those colleges visited.

(7) Exploration and documentation of spinoffs of a college's participation in ACCTion.

(8) Determination of what expenses the colleges have incurred as a result of Consortium activities.

The evaluation report will include a minimum one-page description of each college's participation in ACCTion, including such items as objectives to be achieved, specific technical assistance activities performed, and the extent to which objectives have been fulfilled.

Dr. Charles L. Wilson, president of Enterprises for New Directions, has agreed to conduct the evaluation for a cost somewhere between $18-19,000. The exact amount is yet to be determined.

Enterprises for New Directions has worked with several community colleges, has conducted several Title III, both Basic and Advanced, evaluations, and has conducted evaluations for several national associations.

MEC:rmw
1/20/78

November 7, 1977

TO: Center Directors; Evaluation Group

FROM: Dick Witter

SUBJECT: Third-Party Evaluation, 1977-78

Enclosed for your consideration is a list of possible guidelines to keep in mind as we discuss the third-party summative evaluation next week at our staff meeting. You may wish to discuss these with your staff before the meeting. I am sending copies to members of the Evaluation Group.

Also enclosed is a Tentative Timetable for Third-Party Evaluation, 1977-78. If we can establish basic guidelines next week, then I believe the timetable can be followed. The guidelines have been developed after a review of our first two years and especially after a review of the comments which each of you have made with respect to the past year's evaluation.

Please give these your considered attention before the staff meeting next week. We should perhaps realize that our evaluator might not be able to do all the things we would like him/her to do with the funds we have available. We should be prepared next week to indicate which of the possible guidelines are the most important...set some priorities...in the event we have to cut back on evaluation activities because of budgetary limitation.

Possible Guidelines for Third-Party Evaluation, 1977-78

1. Third-party evaluator should visit each Center and spend a minimum of one day talking with staff and reviewing files, etc., especially colleges' ACCTion program plans and evaluation material.

2. A sampling of institutions should be site visited, using a patterned interview as in the past.

3. Each prospective evaluator should submit a detailed Statement of Capability.

4. If we achieve the February 1 deadline, the evaluator should make every attempt to attend at least one of the Center's programs or view a technical assistance activity in person.

5. Each Center should prepare for the evaluator a statement about each of the colleges with which it is working giving its impressions and perceptions about the colleges. Perhaps this could be done verbally during the one-day site visit to each Center.

6. Any questionnaire to all colleges must not be as lengthy as previous year. Watch for items which might be perceived as repetition.

7. Each Center Director will have the opportunity to review the questionnaire to be sent to all colleges.

8. If other than the senior evaluator will be making site visits, ACCTion must know in advance who these persons are and what their qualifications are. They should be listed in the Statement of Capability of the evaluator.

9. How much should we expect a third-party evaluator to be interested in our formative evaluation materials? How much of his/her time should be devoted to them? (We want a RESULTS evaluation of the entire year's activity.)

10. The third-year evaluation should include an evaluation of some kind from college presidents. Only presidents of those colleges being site visited, or a survey instrument to all presidents? Only those presidents whose colleges have been with ACCTion for three years?

11. We should continue the idea of listing for each college its objectives from the Center's Program Action Plans and ask them to respond to what extent they have been achieved or what has taken place with respect to them.

12. We should obtain some perceptual reaction from each college as to the degree of perceived achievement of the Consortium's and the Centers' goals and objectives (perceptions from each college ACCTion coordinator).

13. Some attempt should be made to determine again how much funds the colleges are contributing to ACCTion through staff time and direct program costs.

14. An assessment should be made of each of the four Centers and of the Coordinating Office as in the first year's evaluation. Assessment should be made in such a way to avoid comparisons of Centers.

15. The evaluation report, however, will be a unified report and not five separate reports.

16. A timetable of events will be worked out in conjunction with the third-party evaluator once that person or persons is determined.

17. The third-party evaluator should be invited to attend the executive staff meeting at the March regional workshop.

18. We will want specific recommendations from the external evaluator as to how ACCTion's programs and activities might be improved.

19. Although this will technically be an evaluation of the third year's activities should we attempt to secure some special case studies of those colleges which have been with ACCTion for three years?

20. Should there be some kind of evaluation of the impact of the ACCTion programs and activities on students? We have talked about this before, but nothing concrete has developed. Are our programs affecting students?

21. Do we want the evaluator this year to again take a look at the management of ACCTion as Tadlock did the first year? Recommendations for improved management would be included in the final report. This might be a good thing to do after three years.

22. Other possible guidelines....or evaluation activities we might like to consider:

ACCTion Consortium

Tentative Timetable for Third-Party Evaluation, 1977-78

Tuesday, November 15, 1977 - Directors consider summative evaluation at staff meeting.

Tuesday, November 15, 1977 - ACCTion Evaluation Group considers summative evaluation at meeting.

Saturday, November 19, 1977 - ACCTion Coordinating Board hears report on general plan for third-party evaluation; decides how to consider recommendation for third-party evaluator in January.

Thursday, December 1, 1977 - Letters to prospective third-party evaluators with Prospectus and Guidelines for Summative Evaluation, 1977-78.

Friday, January 6, 1978 - Prospective evaluators return plan for summative evaluation to ACCTion with both methodology and budget to be included.

Monday, January 9 - Friday, January 20, 1978 Selection of third-party evaluator for 1977-78.

By Wednesday, February 1, 1978 - Coordinating Board will have approved third-party evaluator (via Board meeting at Atlanta workshop, correspondence or telephone conference call)

Wednesday, February 1 - Third-party evaluator informed of selection.

Wednesday, February 1 - Monday, July 31 - Planning, preparation, conduct and report on third-party summative evaluation for 1977-78.

The above process allows for a 2 1/2 month selection period, mid-November until February 1.

The above process also allows for a six-month period to plan, prepare, conduct and make the report of the summative evaluation. This period may allow for the evaluator(s) to actually attend some technical assistance activities and it allows greater time for visits with Centers and ACO and with colleges.

11/7/77

ACCTion CONSORTIUM
Suite 1500 - North Bldg., 955 L'Enfant Plaza, S.W., Washington, D.C. 20024, 202-488-8167

December 1, 1977

SAMPLE LETTER

Mr. Max Tadlock
Tadlock Associates, Inc.
85 Third Street
P.O. Box AB
Los Altos, CA 94022

Dear Max:

The ACCTion Consortium, a national technical assistance consortium of 114 two-year colleges, is mandated by its proposal and its funding agency, Title III, Strengthening Developing Institutions Program, U.S. Office of Education, to use an external evaluator each year for its summative/results evaluation. I understand that you and your staff may have some interest in performing that kind of evaluation for an organization such as ACCTion.

Enclosed you will find a Prospectus for ACCTion Summative Evalution, 1977-78, and additional ACCTion materials. The Prospectus gives you an overview of the Consortium, tells you something about our evaluation activities, and suggests some possible items for evaluation for the 1977-78 year. If after reviewing this information you think you might be interested in discussing a consultant agreement with us to perform the 1977-78 third-party evaluation, please contact Mr. Richard Witter, director of planning and evaluation. A letter of interest will suffice at this time, or you may wish to discuss the matter by telephone. He will arrange an appointment with you to discuss the evaluation in more detail with both of us. We will be especially interested in your previous relations with two-year colleges and in any previous Title III evaluations which you may have conducted.

Prospective evaluators should be sure to obtain from the Title III program any special evaluation criteria which have been established. We will help you to secure this information.

You will note on our Prospectus that we would like an evaluation plan from consultants by January 9, 1978. Our recommendations will go to our Coordinating Board in late January. The external evaluator will be informed of our decision around February 1st. The evaluation must be completed within 30 days of the end of the fiscal year, by August 1, 1978.

We would appreciate hearing from you as soon as possible.

Sincerely,

Mike

Michael E. Crawford
Executive Director

MEC:dd
encls.

Prospectus for ACCTion Summative Evaluation, 1977-78

The ACCTion Consortium

The ACCTion Consortium is an organization of 114 two-year public and private community and junior colleges and technical institutions. The purpose of the Consortium is to provide technical assistance to the colleges in one of the following areas: instructional services, student development services, community services and resource development. The Consortium is funded by Title III, Strengthening Developing Institutions Program, U.S. Office of Education.

Technical assistance takes the form of regional workshops, consultant services, in-depth one-week to two-week specialist training programs, exemplary observation visits, and information services. There is a central Coordinating Office in Washington, DC and four ACCTion Centers located in Iowa, Kansas, South Carolina, and Florida from which the technical assistance is delivered.

A descriptive brochure is attached.

ACCTion Evaluation Activities

Formative or improvement evaluation is conducted throughout the year by a full-time Director of Planning and Evaluation and by Personnel in each of the four ACCTion Centers. An Evaluation Group has been established within the Consortium. (See attached description.) The amount or degree of evaluation varies from Center to Center. The several kinds of technical assistance activities are evaluated by the Centers. Evaluation of four regional workshops, follow-up evaluations, mid-year evaluation, and planning for summative evaluation are prime responsibilities of the Director of Planning and Evaluation.

First and Second-Year Summative Evaluation Methodology

First-year summative evaluation was conducted by Tadlock Associates, Inc. of Los Altos, CA. Second-year summative evaluation was conducted by Education Consultants, Ltd. of Manhattan, KS. On-site visits were made to a sample of 24 colleges each year. A structured interview fromat was used. A summative evaluation questionnaire was mailed to each participating institution (75% response the first year; 86% the second year). Evaluators met with ACCTion staff in Washington and visited the four Centers to talk with staff and review files. The second year evaluation made some attempt to determine some "Estimated Costs of Instruction Involvement with ACCTion." The second-year questionnaire instrument was individualized for each college since each college has specific goals/objectives they are working on during the year.

Copies of these summative evaluation reports are available for review in the Washington, DC Coordinating Office.

Methodological Guidelines for Evalution, 1977-78

These may be modified in consultation with the evaluator.

1. Third-party evaluator should visit each ACCTion Center and spend a minimum of one day talking with Center staff and reviewing files and information, especially the participating colleges' ACCTion program plans. The evaluator should also review formative or improvement evaluations conducted by ACCTion staff during the year.

2. A sampling of perhaps 24 participating colleges should be site visited, using a patterns interview. Evaluators should visit with the ACCTion campus coordinator and perhaps the president and persons who have been involved ACCTion activities.

3. The evaluator should attend at least one of each Center's activities in the spring.

4. There should be a questionnaire administered to all ACCTion campus coordinators.

   Items to be considered in the development of that questionnaire:

   a) It should not be as lengthy as previous years.
   b) Questions must be carefully screened to avoid items which might be perceived as repetitious.
   c) Each Center Director will have the opportunity to review the questionnaire before distribution to the colleges to check for questions which might be inappropriate for a particular Center.
   d) The particular goals/objectives of each college and some response to what extent they have been achieved, what has taken place with respect to each objective.
   e) Some perceptual reaction from each college as to the degree of achievement of the Consortium's and the Center's goals and objectives.
   f) Some items of previous years might be repeated for comparison purposes, e.g. quality of services, effectiveness, timeliness, etc.

5. Some assessment should be made of the management of ACCTion, of each of the four Centers and of the Coordinating Office. Assessment should be made in such a way to avoid comparisons of Centers.

6. Some attempt should be made to secure special "case studies" of those colleges (about 90) which have been with ACCTion for three years. (These colleges will change to a different ACCTion Center in the 4th year).

7. Center Directors will want to know what kinds of information the evaluator(s) will want to know about the participating colleges. (The "input" of each college's particular milieu or environment has never been adequately described).

8. Some attempt should be made to obtain an assessment from college presidents about ACCTion's effectiveness. (This will have to be done carefully since not all four Centers have the same kind of contact with presidents.)

9. The third-party evaluator should plan to meet with the ACCTion executive staff on March 27 or 28 in Pittsburgh, PA at the time of the Consortium's Eastern Regional Workshop.

Request for Summative Evalution Plan By: January 9, 1978

An Evaluation Plan should include the proposed methodology, a budget and a detailed Statement of Capability. All persons who will work on the evaluation should be listed with their qualifications in the Statement of Capability. Please be sure to include any prior experience with the Title III Program and/or two-year institutions.

Timetable of Evaluation Activities

A detailed Timetable of Evaluation Activities will be worked out in conjunction with the third-party evaluator.

ENTERPRISES FOR NEW DIRECTIONS
STATEMENT OF CAPABILITIES

Objective

Enterprises for New Directions, Inc. (END) was formed in 1973 to provide professional services to government, business, and educational groups needing assistance in efficiently solving their problems or improving their services. END provides a combination of competence, experience, and creativity to increase the success of its clients' programs.

END has a staff of both full-time and consulting experts in its three divisions: research and evaluation, management, and communications/media. In carrying out any project, END puts together a team of professionals to meet the client's needs effectively and efficiently.

END views its task as working with the client rather than merely for the client. On all END's projects, the staff meets personally with appropriate client personnel to determine specific needs, objectives, goals, milestones, guidelines, methods of service, and types of reports. We realize that to provide cost-effective services, we need to establish and maintain this level of interaction between the client and END staff.

Services

END offers services to clients through three divisions: research and evaluation, management, and communications/media. The services provided by each are listed below.

Research and Evaluation

All organizations need reliable information on how effectively they are achieving their goals and objectives. Accurate assessment of methods and processes forms the basis for effective planning. From its inception, END has helped organizations and institutions improve their products and programs by means of its research findings. Some of the techniques used by END include the following:

- Research design
- Data collection/organization
- Statistical analyses/interpretation
- Process-product evaluations (cognitive and affective)
- Cause-effect studies (cognitive and affective)
- Human relations assessments
- Teacher/administrator evaluations
- Method/materials assessments
- Program evaluations
- Federally funded programs--evaluations
- Monitoring of compliance with governmental regulations
- Feasibility studies
- Marketability studies
- Consumer surveys
- Product/service evaluations
- Cash flow analyses
- Personnel/equipment/space utilization evaluation
- Manager task effectiveness studies

Management

All organizations and institutions sometimes find themselves in problem situations that cannot be solved efficiently by those involved in the day-to-day operations of the organization. As outside consultants, we dedicate the required amount of time and professional services to solving problems in an efficient, cost-effective manner. The services offered by this division include the development of implementation of the following:

- Quality performance budgeting (QPB)
- Management by objectives systems (MBO)
- Planning, management, and evaluation systems (PME)
- Competency-based education program development
- Management information systems (MIS)
- Transactional information systems (TIS)
- Administrator training programs
- Needs assessment skills
- Proposal development
- Operational planning/management system (developed by END)
- Organization studies and organization development
- Computer programming and data processing
- Task analysis
- Fiscal planning
- Policy and procedure handbooks
- Responsibility flow analysis
- Data management and information systems
- Program and project planning
- Psychological atmosphere improvement program (PAIP) (developed by END)
- Overhead reduction system (ORS) (developed by END)

Communications/Media

The success of any business or organization is dependent on its positive exposure to potential consumers. The amount of new income is directly related to the effects of public relations. END offers many professional services to help organizations improve their exposure to the public:

- Direct mail advertising campaigns
- Selected-market advertising campaigns
- Composition, replication, and dissemination
- Illustration/layout/ mechanicals
- Logo design
- Annual reports
- Brochures
- Films
- Marketing and promotion
- Videotapes
- Newsletters
- Organization manuals/handbooks
- Slide presentations
- Slide-tape presentations
- Research, writing, and editing
- Total publicity packages for organizations

As shown, END offers a full line of services to business, government, and educational instutions, from determining the difference between what is and what should be (research and evaluation) to improving internal (management) and external (advertising) efficiency. Since 1973 our reputation has grown, and our business has quadrupled.

The following pages will show

-- a sample of our consulting experiences.
-- client references.
-- some of our professional consultants and their backgrounds.
-- END's facilities and support capability.

ENTERPRISES FOR NEW DIRECTIONS
REPRESENTATIVE PROJECTS

No.	Customer	Description of Tasks
1	The Providence Corp. & The Board of Education Providence, Rhode Island	Evaluation study & monitoring of Title VII Program, Emergency School Aid Act (desegregation assistance act)
2	The Board of Education Prince Georges County	Planning & implementation, Title VII
3	The Board of Education East Orange, New Jersey	Needs assessment, evaluation study, workshops, Impact Assessment Study, Title VII
4	The Board of Education Orange, New Jersey	Needs assessment, evaluation study, workshops, Impact Assessment Study, Title I, Elem./Secondary Education Act
5	The Board of Education New Brunswick, New Jersey	Program planning and impact assessment/data analysis, Title I
6	Atlantic Human Resources Atlantic City, New Jersey	Planning & proposal development
7	The Board of Education E. Orange, New Jersey	Development of a comprehensive plan for model teacher training program for individualized instruction
8	State Department of Education, Rhode Island	Proposal development, management T/A
9	The Board of Education Bloomfield, Connecticut	Evaluation study of the Clinical Focus Project
10	Salem College Salem, West Virginia	Evaluation of the Advanced Institutional Development Program, Title III, Higher Education Act
11	The Board of Education Wilmington, Delaware	Evaluation of Title I Program
12	The Board of Education Project Developmental Continuity Montgomery County, Maryland	Development of slide/tape presentation materials and planning/management/evaluation materials for conference in Gettysburg, Pa; video-taping of conference

No.	Customer	Description of Tasks
13	The Providence Corporation Providence, Rhode Island	Development of 2 newsletters; performed editorial & printing services
14	Head Start Wilmington, Delaware	Development of an evaluation design for project
15	Individuals	Business cards, letterhead, & envelopes
16	Board of Education Orange, New Jersey	Summative evaluation: workshops on parent involvement
17	Highland Park Community College Highland Park, Michigan	Assessment of Instructional Division goals, Student Services Division objectives, and how they support each other
18	Compton Community College Compton, California	Study of various administrative positions and wages. Cross-site analysis, national, statewide, and local levels
19	U.S. Navy Bupers EEo Program	Design, writing, and editing of 2 Implementation Guides for the EEO/EO Shore Program, impacting on 350,000 personnel; testing of training program
20	The Board of Education Department of Human Relations Montgomery County, Maryland	Comprehensive assessment of the DHR, including the following components: Title VII, EEO, Title IX, human relations services, and parent and community involvement
21	Project Developmental Continuity Dissemination/Replication The Board of Education Montgomery County, Maryland	Research, writing, editing, graphic design, & printing of business cards, newsletters, brochures, P.R. package, and "How To" Kit on Parent Involvement
22	The Board of Education Bloomfield, Connecticut	Process and product evaluations of Title VII Program.

No.	Customer	Description of Tasks
23	American Savings & Loan League, Inc. Washington, D.C.	Research, writing, and editing a "How To" guide for laypersons interested in forming their own Savings & Loan League
24	Southern University Baton Rouge, Louisiana	Assistance in the development of planning/management/evaluation for the Advanced Institution Development Program, Title III, Higher Education Act
25	Siena Heights College Adrian, Michigan	Four-year external evaluation of Title III AID Program
26	Wheeling College Wheeling, West Virginia	Five-year external evaluation of Title III AID Program
27	Joint Labor Management Committee Washington, D.C.	Management needs analysis of office; recommendations for improvement of operations
28	Parent Advisory Council, Title I Orange, New Jersey	Workshop on group dynamics, parent involvement
29	Parent Advisory Council Title I Camden, New Jersey	Workshop on needs assessment evaluation; program planning
30	Association for Childhood Education International Washington, D.C.	Design & testing of workshop, "Sex-Role Stereotyping & How It Grows," for elementary, secondary, & college personnel; conduct of workshop
31	Association for Childhood Education International Washington, D.C.	Assistance with Annual Study Conference, on topic of sex-role stereotyping
32	College of Education University of Maryland College Park, Maryland	Design & conduct of seminars on sex-role stereotyping for student teachers

No.	Customer	Description of Tasks
33	Board of Education Montgomery County, Maryland	Facilitation of in-service workshops for elementary and secondary school staffs on content of Title IX, Education Amendments of 1972 (prohibiting sex discrimination in education) and implications of Title IX for schools
34	Independent preschools Montgomery County, Maryland	Planning, conducting, & evaluating parent-education meetings for parents of preschoolers, on topic of eliminating sex-role stereotyping
35	The American Federation of Teachers AFL-CIO Washington, D.C.	Developing, writing, editing of "A Training Guide for Teachers - Group Dynamics and Conflict Utilization "
36	Project Developmental Continuity Takoma Park Elementary School Takoma Park, Maryland	Developing, writing, editing of "A Policy Manual for P.D.C. Council Operation "
37	The Board of Education Wilmington, Delaware	1976-77 ESEA Title I Program Evaluation:Achievement Test results
38	Davis and Elkins College Elkins, West Virginia	Five-year external evaluation of Title III AID program
39	Project Developmental Continuity Takoma Park Elementary School Takoma Park, Maryland	Developing, writing, editing of "Your Child's Education and You--Parent Involvement"

No.	Customer	Description of Tasks
40	ACCTion Consortium Washington, D.C.	Annual third-party evaluation of institutions funded by Title III, Higher Education Act
41	National Association of Independent Colleges and Universities Washington, D.C.	a. Survey of leading black educators to revise a public-policy study; b. identification of public-policy issues affecting institutions funded by Title III, Higher Education Act
42	Bureau of Higher and Continuing Education U.S. Office of Education Washington, D.C.	Management reporting system assessment; an analysis of the flow of data and information in BHCE
43	Manpower Services Planning Advisory Committee Washington, D.C.	Annual report to the Mayor of the District of Columbia from the Committee to the District's CETA (Comprehensive Employment and Training Act) program
44	J. Sargeant Reynolds Community College Richmond, Virginia	External evaluation, Title III of Higher Education Act, Advanced Institutional Development Program (four years)
45	Christian Brothers College Memphis, Tennessee	External evaluation, Title III of Higher Education Act, Advanced Institutional Development Program (four years)
46	The Board of Education Department of Quality Assurance Montgomery County, Maryland	Assessment of the data burden placed on personnel throughout one year
47	Siena Heights College Adrian, Michigan	Assisting agency for Title III of Higher Education Act, Advanced Institutional Development Program; QPB and MIS/TIS systems

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END has assembled a full-time professional staff of eight people and is in the process of adding five additional staff members. More than 100 associated consultants are called on as needed. This arrangement, combining a small full-time staff with associated consultants, allows END to keep overhead low and to be competitive with larger firms in providing competent services at the most reasonable cost.

END has a strong orientation to the social and behavioral sciences, particularly in the field of education. In selecting staff and consultants, END has always chosen persons who, first, are capable; second, possess integrity; and third, are oriented to the practical applications of theoretical constructs. This last criterion reflects END's belief that many solutions to complex problems are simple in nature.

The following are a few of END's staff and associated consultants:

Charles L. Wilson (M. Ed.), president, Enterprises for New Directions

Evert Abbney (Ed.D.), consultant; former director, Talent Development Program, Title VIII Drop Out Prevention, Miami, FL

Thomas Anderson, Jr. (M.Ed.), consultant; director, Community/Support Services, Temple University, Philadelphia, PA

Francis Barros (Ed.D.), consultant; special assistant to president, American University; former dean, graduate school of education, Howard University

Mike Bonner (M.A.), senior associate; former director, evaluation division, ABT Associates, Washington, DC

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Reginald Bryant (M.F.A.), consultant, assistant professor and director, Community Design (undergraduate division), Philadelphia College of Art; coproducer and host, "Black Perspectives in the News," Ch. 12, Philadelphia; former lecturer, NEA

Adrienne R. Buffaloe (Ed.D.), consultant, director of reading, Rutgers--the State University

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former administrator, George town University; director of placement, student financial aid, and employment, Federal City College

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Gerald L. Durley (Ed.D.), special consultant; president, Gerald L. Durley and Associates; former director, division of curriculum and faculty development, Institute for Services to Education

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Andrew Goodrich (Ph.D.), consultant; director, Office of Minority Student Education, University of Maryland

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Jack Hutchinson (Ph.D.), consultant; former assistant superintendent for public instruction for vocational rehabilitation, State Department of Education, Columbus, OH

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John E. Miller (Ph.D.), consultant; vice-president for institutional Research and Planning, Detroit Institute of Technology

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Charles W. Thomas (Ph.D.), consultant; professor of urban and rural education and director, support/community services, University of California at Los Angeles

Chris Toppe (Ph.D.), staff associate, research and evaluation, Enterprises for New Directions

Jerry Wichlac (B.S.), consultant; former staff memeber, Executive Systems Inc.; AIDP coordinator, Canisius College, Buffalo, NY

Elizabeth B. Young (Ph.D.), consultant; professor and supervisor, speech and hearing, Catholic University of America

Facilities and Support Capabilities

END's main offices are located in Rockville, Maryland, with branch offices in Washington, D.C.; Philadelphia, Pennsylvania; Daytona Beach, Florida; and Atlanta, Georgia. Our main office in Rockville provides library and conference space for staff and clients, private and semiprivate offices. Our Washington office is centrally located, allowing easy access to the main offices of most Federal agencies. The staff working at this office have established personal contacts with many of the officers in these agencies, facilitating the problem-solving process for our clients.

END has established and maintained cooperative arrangements with firms providing specialized services in all our locations, ranging from printing to computer hardware. Additionally, we are actively associated with many professional associations and organizations, allowing us to remain well informed on current issues.

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Marlene Ross, Project Director

Susan Taylor, Assistant Project Director

Chris Toppe, Assistant Project Director

Karen Alster, Computer Specialist

Virginia Mecklenburg, Researcher

Elizabeth Emanuel, Editor/Researcher

Gerald L. Durley, Special Consultant

Karen Sue Miller, Special Consultant

Evelyn Chisholm, Logistic and Clerical Aide

David Van Taylor, Logistic and Clerical Aide

Jackie Smith, Logistic and Clerical Aide

APPENDIX 6

CASE STUDIES OF INSTITUTIONS AFFILIATED WITH ACCTION FOR THREE YEARS

- Community Services ACCTion Center
- Instructional ACCTion Center
- Resource Development ACCTion Center
- Student Development Services ACCTion Center

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END

CASE STUDIES

Introduction

This section contains a brief summary statement for each of the 84 institutions that have been affiliated with one of the four ACCTion Centers for the past three years. These colleges will begin to focus on a new functional area of operation as they become affiliated with a new ACCTion Center for the next academic year. The purpose of preparing these case studies is to document institutional changes resulting from involvement with an ACCTion Center before the college changes its affiliation and begins to devote its attention to another area of its operation.

These case studies are based upon result/outcome statements prepared for submission with the ACCTion Consortium's fourth-year proposal as supplied to the external evaluator by the ACCTion Center Directors. There was great variety in the format and amount of information provided, since each ACCTion Center Director chose to modify the format suggested by the ACCTion Coordinating Office. This accounts for the variation in length of the following case studies. These statements reflect ACCTion involvement from July 1975 to the date of response in spring 1978.

Overview

An abstract of the institutional changes reported by the institutions reveals the following findings:

In colleges affiliated with the Community Services ACCTion Center, there have been the following changes:

- Increases in enrollment as a result of the expansion of community services programs
- The use of communitywide needs assessments so that programming will be based upon actual needs of constituents

Colleges affiliated with the Instructional ACCTion Center reported the following developments:

- Use of new instructional techniques
- Development of laboratories to assist students with basic skills
- Staff development program plans and evaluation procedures

- Training of faculty as instructional specialists
- Establishment of media centers and the development of audiovisual materials

Colleges affiliated with the Resource Development ACCTion Center have seen the following changes:

- The establishment and funding of new positions related to resource development
- The involvement of faculty in the search for funds
- Increases in the number and variety of proposals submitted for outside funding
- Development of institutional foundations and/or endowment funds

Changes for colleges affiliated with the Student Development Services ACCTion Center include the following:

- Development of nontraditional programming
- Development of new approaches to recruitment and retention
- Development of new management and admission procedures

The case studies are presented in alphabetical order within Centers, which are also presented in alphabetical order. Thus, colleges affiliated with the Community Services ACCTion Center are presented first, followed by those affiliated with the Instructional ACCTion Center, the Resource Development ACCTion Center and the Student Development Services ACCTion Center.

INSTITUTIONS AFFILIATED WITH COMMUNITY SERVICES ACCTION CENTER

BREVARD COMMUNITY COLLEGE
Cocoa, Florida

Institutional Profile: Public; urban

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Community services staff at Brevard have served as a resource for many of the schools affiliated with the Community Services ACCTion Center. The expertise of the staff has been enhanced by their attendance at Specialist Training Programs and workshops and by visitations to exemplary programs at other institutions.

Modular welding and competency-based instruction are two specific additions to the curriculum. Both are related to technical assistance received from ACCTion.

By extending their offerings to the local public schools, Brevard has increased enrollment by 20%. This increase is attributed directly to the ACCTion involvement.

BREWTON-PARKER COLLEGE
Mt. Vernon, Georgia

Institutional Profile: Private, Baptist; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

To reinforce cooperative links between the college and various community-based organizations, Brewton-Parker College has extended its programming beyond the initial commitment and/or institution philosophy. For the first time, the school is offering adult education classes in conjunction with the public school system. A consultant in pre-school education has been brought in to help develop a program in that area. An intern training program is also under way as part of the effort to individualize the work/study experience.

Furthermore, the college has become a major innovator in the field of education for the incarcerated. Curricula developed with the assistance of the Community Services ACCTion Center staff is currently being used at prisons thoughout Georgia.

ERIC

CHATFIELD COLLEGE
St. Martin, Ohio

Institutional Profile:	Private; rural; all part-time faculty
Center Affiliation:	Community Services ACCTion Center; third year of affiliation

Chatfield College faculty and staff have expanded their awareness of the importance of ongoing assessments of the educational needs of students from local rural areas. The college has also been able to attract more part-time faculty because of the improvement in and the incorporation of the team management approach. In this area the college has availed itself of the ACCTion workshops and brought consultants to campus to observe the institution and make recommendations.

The college has developed a Center for Rural Concerns, serving the local farming population. The Center offers courses, seminars, and information on related subjects.

COMMUNITY COLLEGE OF BEAVER COUNTY
Monaca, Pennsylvania

Institutional Profile: Public; suburban

Center Affiliation: Community Services ACCTion Center; third year of affiliation

The community services staff has been active in designing and implementing educational delivery systems for populations not located near the campus. According to the institution's reports, a 15% increase in overall enrollment is directly attributed to the ACCTion resource provided in programming for womens' studies and non-traditional students.

Emphasis on strengthening links with the community is another community services objective. To achieve this, the college has extended its recreational services to the community, and a campaign to enlist community support is under way.

DODGE CITY COMMUNITY COLLEGE
Dodge City, Kansas

Institutional Profile: Public; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Although the designated community services staff at Dodge City attended several workshops offered by ACCTion and made four visitations to the Kirkwood Community College campus, the major emphasis appears to be the development of a program to use their radio station for educational offerings to the rural service area.

The institution added a new community services staff member to assist in developing class offerings at rural sites.

EASTERN WYOMING COLLEGE
Torrington, Wyoming

Institutional Profile: Public; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

As part of their efforts to develop strong ties with the community, the community services staff focused on their objectives of examining and implementing new program offerings. With the introduction of "telenet," the staff is able to use the telephone as a delivery system to reach those in their sparsely populated region.

The staff has also worked at developing additional business and industrial courses based on information and experiences at ACCTion-sponsored seminars and workshops.

EDGECOMBE TECHNICAL INSTITUTE
Tarboro, North Carolina

Institutional Profile: Public; rural; technical

Center Affiliation: Community Services ACCTion Center; third year of affiliation

According to information from Edgecombe Technical Institute, the school faced a difficult task in developing an image and a program that would attract the nontraditional student and those other than recent high school graduates, in addition to the type of students regularly attending the school. With direct assistance from ACCTion and opportunities provided through ACCTion, the community services staff was able to observe new techniques and exemplary programs in this area.

Changes were made in the design of the brochure and other publications used to recruit students. The scheduling of courses was altered to accommodate the needs of the nontraditional students Edgecombe wished to attract. As a result, there has been a 15% increase in total enrollment, largely due to the addition of students from the nontraditional population.

ELLSWORTH COMMUNITY COLLEGE
Iowa Falls, Iowa

Institutional Profile: Public; rural; 70% of students transfer to four-year institutions

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Prior to ACCTion involvement, Ellsworth had a small community services program consisting primarily of academic instructors offering free lectures to local citizens during the instructors' free periods. Subsequent to ACCTion affiliation and involvement in workshops and Specialist Training Programs, and with the assistance of on-site consultants, major changes have taken place.

The current community services program is staffed by two full-time persons who provide classes for residents of the smaller, rural communities surrounding the school. These programs provide training for local businessmen. In addition, the use of athletic facilities has been offered to members of the community, and fitness classes have been designed to meet community needs.

IOWA LAKES COMMUNITY COLLEGE
Estherville, Iowa

Institutional Profile: Public; rural; 60% of students transfer to four-year institutions

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Iowa Lakes Community College is located in an area that is undergoing significant population change. The administration therefore looked to the Community Services ACCTion Center to help both in evaluating the management of the school and in adopting techniques to serve the changing population.

Two communitywide needs assessments were devised. The first assessed the general educational needs of the community; the second was more specialized in focusing on the specific needs of local business and industry. Iowa Lakes made several programming modifications based on the outcomes of these instruments. Overall, community services enrollment showed an increase of more than 10% over previous years.

IOWA WESTERN COMMUNITY COLLEGE
Council Bluffs, Iowa

Institutional Profile: Public; suburban

Center Affiliation: Community Service ACCTion Center

The Community Services ACCTion Center sponsored consultants to review the existing program and visitations to exemplary sites for Iowa Western staff. The outcome of these involvements was the development of a women's center. In addition, there has been an 10% increase in enrollments in the rural areas; four new staff members have been hired; and new emphasis has been placed on improving the health program.

As a result of an internship sponsored by ACCTion on the ABE/GED, Iowa Western has begun using a diagnostic/prescriptive approach to individualizing programs for its learning center.

LOUISIANA STATE UNIVERSITY AT EUNICE
Eunice, Louisiana

Institutional Profile: Public; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Prior to ACCTion involvement, LSU at Eunice lacked a community services program; since joining ACCTion, the school has designated one staff person to develop a program aimed at reaching low-income, disadvantaged adults in outlying areas. Two grants have been awarded to the school for expansion of the community services effort and for the addition of two full-time staff persons.

Currently, this staff is involved in a community-based needs assessment to provide information for use in future programming decisions.

MIDWAY COLLEGE
Midway, Kentucky

Institutional Profile:	Private; suburban; women only; total FTE enrollment, 275
Center Affiliation:	Community Services ACCTion Center; third year of affiliation

Two major goals have been achieved by Midway College since joining ACCTion. First, the staff has learned how to make its educational and recreational facilities available for use by the surrounding community; second, the school has improved its nursing program to include refresher courses for graduates.

In both cases, the image and reputation of the school have been enhanced.

MT. ALOYSIUS JUNIOR COLLEGE
Cresson, Pennsylvania

Institutional Profile: Private; Catholic; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Prior to joining ACCTion, Mt. Aloysius did not include a community services component in its programming. In the first year of ACCTion participation, seminars and training programs in business and industry were provided to 700 students. In addition, a series of programs for the continuing education of working nurses was developed.

RICHMOND TECHNICAL INSTITUTE
Hamlet, North Carolina

Institutional Profile: Public; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

The community services staff at Richmond Technical Institute has helped develop new programs in continuing education and technical training for local industry. A comprehensive literacy program has been designed and implemented for adult illiterates in the community. Three new off-campus centers have been opened to provide additional opportunities for delivery of continuing education courses.

The school has also sponsored a program of general-interest classes, which includes arts and crafts. The artist-in-residence program is being expanded to include a musician in residence for the coming year.

SAN DIEGO CITY COLLEGE
San Diego, California

Institutional Profile: Public; suburban

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Through ACCTion, community services staff at San Diego City have had the opportunity to observe the achievements of community colleges outside the California system. They have identified the need to develop new markets and reach larger and more diversified groups of potential students.

ST. JOHN'S RIVER COLLEGE
Palatka, Florida

Institutional Profile: Public; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Because of the establishment of two new community colleges in the area formerly served by St. John's River College, efforts to recruit from within the smaller geographic location have been intensified. The community services staff is helping to shift the focus toward the recruitment of older, minority, nontraditional, and part-time students. The results have been significant: an increase of 500 students.

TOMPKINS CORTLAND COMMUNITY COLLEGE
Dryden, New York

Institutional Profile: Public; suburban

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Tompkins Cortland staff has made use of the ACCTion Data Bank to facilitate the development of new programs and program skills in off-campus programs, specifically those designed for women. The school has experienced a 20% growth in the enrollment of the nontraditional student, primarily in noncredit programs. Because of the expansion of the community services program, an additional staff member has been hired.

VILLA JULIE COLLEGE
Stevenson, Maryland

Institutional Profile: Private; Catholic; suburban

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Prior to affiliation with ACCTion, Villa Julie College did not have a community services program. Their efforts since joining have focused on developing women's programs. To date they are offering classes, speakers, and seminars in the areas of recreation, home economics, and updating of skills.

Three staff persons are designated to work with community services programming. The school has also instituted a unique incentive for new program development: a commission based on attendance is paid to the developer(s) of successful programs.

WABASH VALLEY COLLEGE
Mt. Carmel, Illinois

Institutional Profile: Public; rural

Center Affiliation: Community Services ACCTion Center; third year of affiliation

Efforts at Wabash Valley College are focused on reorganizing and restructuring the management and administration of the community services program. Through ACCTion involvement, staff have learned to develop strong cross-divisional lines of communication and foster an integration of the community services department in the college as a whole. An additional staff member has been added to the community services program to facilitate its expansion.

INSTITUTIONS AFFILIATED WITH INSTRUCTIONAL ACCTION CENTER

ALABAMA CHRISTIAN COLLEGE
Montgomery, Alabama

Institutional Profile: Private; founded 1942; comprehensive; total full-time enrollment, 1290; full-time faculty, 22; part-time faculty, 72

Center Affiliation: Instructional ACCTion Center; third year of affiliation

As a result of involvement with ACCTion, Alabama Christian College has expanded the media department, introduced a faculty/staff newsletter, and developed more sophisticated techniques for analyzing student needs. A faculty media center with new equipment has been established in the college library. The use of audiovisual materials has increased by 125% over the past three years. A faculty/staff monthly newsletter has been published regularly for two and one-half years. In addition, four faculty members have received training as instructional specialists.

A survey of students who drop out of the college was developed, along with a procedure to examine instructional methods in an effort to increase student retention. One thousand students were tested to assess learning styles. As a result, changes have been introduced in developmental English and math, including a self-paced format for both courses.

The faculty and administration have also benefited from ACCTion involvement. Criteria for the employment of part-time faculty have been established, and a faculty handbook has been developed. New evaluation forms have been adopted and put into use.

CHATTANOOGA STATE TECHNICAL COLLEGE
Chattanooga, Tennessee

Institutional Profile: Public; founded 1962; urban; comprehensive; full-time enrollment, 2328; full-time faculty, 65; part-time faculty, 85

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Association with the Instructional ACCTion Center has resulted in the development of new techniques, guidelines, evaluation questionnaires, and long-range plannign procedures.

Individualized instruction was developed and implemented for all developmental studies courses. Where necessary, hardware was purchased. New instructional techniques and materials were adopted in the mathematics learning laboratory, as well as in English and reading. Standardized student/teaching guidelines for freshman English were introduced, and the testing procedures for speech were revised.

In conjunction with Chattanooga High School, a program was established in which high school students receive joint credit for courses taught by college faculty at the high school.

Other examples of the application of traditional and non-traditional techniques are the establishment of a Weekend College and the agreement between Chattanooga State and Oklahoma State to accept full transfer credits of Chattanooga students who enter Oklahoma State as juniors. Plans are also under way to implement a free-standing program in tool and die. The Hearing Impaired Program was expanded; a $10,000 grant enabled the college to purchase hardware and software for this program.

Faculty benefits from ACCTion include the development of a manual for part-time faculty. Part-time faculty were also encouraged to attend staff development meetings. Finally, long-range faculty and staff enrichment procedures and policies have been written and implemented.

CINCINNATI TECHNICAL COLLEGE
Cincinnati, Ohio

Institutional Profile: Public; founded 1966; technical; urban; full-time enrollment, 2590; full-time faculty, 90

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Subsequent to affiliation with the ACCTion program, the instructional staff has participated in the development and/or introduction of new teaching aids; modifications in curricula; and the formation of a professional development committee, whose function is to evaluate faculty and implement a "growth contract."

A developmental education program began in 1976 with the hiring of an instructional specialist. Audio-visual teaching aids were developed by three faculty members. In an effort to identify different learning styles and instruct students in appropriate study habits, two faculty members conducted a mapping program accommodating approximatley 100 students per year. This was a direct outcome of participation in ACCTion-related workshops on cognitive style mapping and student learning styles.

Other departments have also been affected by ACCTion involvement. A videotaped program for pre-engineering physics was developed, and the pre-engineering physics laboratories programs were revised. Three engineering instructors worked to develop optional learning strategies in four core subjects. The medical laboratory curriculum was revised in association with the physics instructors. This entire curriculum has been approved and will be considered before the Allied Health Advisory Board.

DAWSON COLLEGE
Glendive, Montana

Institutional Profile:	Public; founded 1940; comprehensive; full-time enrollment, 377; full-time faculty, 22
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

As a result of ACCTion affiliation, Dawson College has introduced a student self-assessment program in which incoming freshmen conduct an evaluation of their skills, interests, and abilities for th- purpose of identifying their major area of study -- the regular track or the independent study center. Two hundred five freshmen have undertaken this assessment procedure.

The independent study center and mathematics laboratory have been expanded to accommodate 60 to 80 students per quarter. The center has a fully developed adult basic education component, a remedial-reading component, and a mathematics laboratory offering three regular courses plus tutorial assistance. The center also offers one English class.

Another ACCTion-related activity is the development of the peer-counseling center, designed to assist students with career choices. The center is staffed with one full-time counselor and 10 student counselors.

Learning packets have been designed for various English, mathematics, business, and remedial courses. In mathematics and English, performance-based instruction has been introduced to facilitate individualized instruction.

The long-range faculty and institutional growth plan has been revised in conjunction with a survey of the faculty and administrative staff, designed to assess their understanding of the nature and purpose of the institution. In addition, policies and procedures for the evaluation of faculty have been developed.

DAYTONA BEACH COMMUNITY COLLEGE
Daytona Beach, Florida

Institutional Profile: Public; founded 1958; urban; comprehensive; full-time enrollment, 6156; part-time faculty, 390; full-time faculty, 151

Center Affiliation: Instructional ACCTion Center; third year of affiliation

With the revision of the procedures and the delivery system of the learning resource center, the instructional staff has improved student access to the center and has made the faculty and administrative staff more aware of the center and its capabilities. Ten faculty members have received training in writing curriculum in competency-based terms and are completing their programs. The curriculum in six occupational program areas has been modularized, and four television programs have been developed. The graduate follow-up system has been implemented as a result of ACCTion involvement to assist in the improvement of curricula for 32 programs.

In addition, instructional staff has developed and implemented a career-ladder design in the allied health programs; and the staff was involved in establishing a career development center with appropriate faculty, amterials, testing, and placement capabilities.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
Florence, South Carolina

Institutional Profile: Public; founded 1963; technical; full-time enrollment, 1119; full-time faculty, 72; part-time faculty, 156

Center Affiliation: Instructional ACCTion Center; third year of affiliation

The instructional staff has received technical assistance from the Instructional ACCTion Center for the establishment and amplification of the college's developmental studies program. Other observable changes are the incorporation of a developmental studies laboratory into the educational specifications for the new resource building, the addition of a reading course to the human service curriculum, the redesigning of the Secretarial Science Department to provide individualized instruction, and open-entry labs and evening courses. As a result of the modifications in this last program, student retention and course completion increased measurably.

The institution's instructional staff was also involved in the establishment of competency-based exit requirements for developmental programs; the development of individualized programming in air conditioning and auto diesel courses, in the mathematics laboratory, and in electronics. In August 1977, the college gained an audiovisual specialist.

The instructional staff developed an employer survey comparing industrial engineering and industrial management student competencies. As a result of this survey, industrial engineering was dropped, and the college is seeking accredition of industrial management. This staff was also responsible for devising and implementing a new student advisory system and graduate follow-up in nursing.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
Florence, South Carolina

New approaches to management planning have affected faculty as well as programming planning: a faculty committee was formed to plan for staff development. A descriptive faculty instrument has been incorporated into the formal evaluation system; and the forms used were revised to include management by objectives.

HESSTON COLLEGE
Hesston, Kansas

Institutional Profile: Private, established 1909; comprehensive; full-time enrollment, 620; full-time faculty, 36; part-time faculty, 35

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Instructional staff members attended the ACCTion Instructional Specialist Training Workshops entitled "Leaders" Strategies for Division and Department Heads' to learn the skills necessary to train their colleagues Hesston College division coordinators, as consultants for instruction improvement activities. The physical education courses were also restructured, with an emphasis on skill and techniques acquired during "Revising Curriculum and Program for the Department of Physical Education."

Several courses have been developed or modified according to guidelines and information obtained through ACCTion technical assistance. For example, two new music courses have been developed for individual or class instruction; a piano course has been modified for better multi-level instruction; the business program has been revised with nine additional credit hours; mathematics and writing laboratories have been expanded, along with study skills classes in mathematics, reading, writing, and spelling. As part of the library modernization, an instructional needs assessment and procurement system has been designed by the instructional staff.

Another important development at Hesston relates to the revision of course work in respiratory therapy and nursing to fit the articulation plan with four year institutions. Courses have also been modified in auto mechanics, experimental education, and humanities.

HIGHLAND COMMUNITY COLLEGE
Freeport, Illinois

Institutional Profile: Public; established 1966; comprehensive; full-time enrollment, 1210; full-time faculty, 41; part-time faculty, 413

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Numerous changes have taken place during the three years of Highland Community College's affiliation with the Instructional ACCTion Center. Two instructional specilaists were identified and trained to work with faculty and administrative staff; three faculty members received in-service training; 20 part-time and continuing education faculty members in the technical education division have adapted competency-based education descriptions to their courses.

Faculty and staff development plans have been outlined with monies budgeted for an ongoing process. Policies have been approved for the review of all publications, and a faculty resources section has been begun in the school library. Other areas in which ACCTion-trained staff have been involved include the expansion of the developmental laboratory to incorporate training for the general education diploma and adult basic education courses and technical assistance to individualize the secretarial science program with increased laboratory capacity. The resources of the Instructional ACCTion Center have been used in selecting and/or developing appropriate materials for a new individualized mathematics laboratory.

JAMES SPRUNT INSTITUTE
Kenansville, North Carolina

Institutional Profile:	Public, established 1965; comprehensive; full-time enrollment, 527; full-time faculty, 42; part-time faculty, 17
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

Instructional staff at James Sprunt Institute have developed a systematic approach to graduate follow-up, thus achieving a 200% increase in the rate of response. The catalog system for media holdings and equipment has been refined to permit wider, more efficient use. In 1976 an audiovisual laboratory for nursing was established; and in September 1977, the institution initiated training in the business skills laboratory.

A grant proposal is still pending to fund continuation of institutional development of competency-based courses. A program to implement competency-based instruction to assist the faculty is being supported by a five-member team. In addition, the developmental studies courses have been revised to provide more direction to students, and a student survey has been designed and administered to address the needs of nontraditional students. The success of the effort to identify and meet these needs is reflected in the 30% increase in full-time students as of September 1977.

KIRKWOOD COMMUNITY COLLEGE
Cedar Rapids, Iowa

Institutional Profile:	Public; established 1966; suburban; comprehensive; full-time enrollment, 3142; full-time faculty, 194; part-time faculty, 100
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

An instructional design center (IDC) has been established and has facilitated the coordination of resource-related activities with the instructional design activities carried out by the IDC staff. Delivery of resource-related services to aid the development of course planning has increased: 33 faculty and staff have made use of these services. A 153% increase over previous years in use of computer-assisted literature searches has been achieve. Currently there are 11 data bases available through Iowa State University; prior to ACCTion involvemetn, these had not been used.

During the three-year affiliation with ACCTion, faculty and staff from Kirkwood have visited 21 exemplary sites to observe achievements at other institutions. The faculty have also adopted new techniques to assist students in reading and study skills. As a result, more referrals are being made to the personal achievement center. The health faculty have developed a centralized inventory and supply system, and six staff members have acquired skills for assisting students in portfolio development.

Other developments since joining ACCTion include the implementation of a program leading to a General Studies degree. Eighteen students are currently enrolled in this new program. An educational telenetwork delivery system has been introduced at six locations with an enrollment of 270 students. Cognitive mapping techniques are used to assist agricultural and dental students. These events, along with clarification of long-range departmental goals, have been highlighted by the college as direct outcomes from ACCTion participation.

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LAKE LAND COLLEGE
Mattoon, Illinois

Institutional Profile: Public; established 1966; rural; comprehensive; full-time enrollment, 2766; full-time faculty, 74; part-time faculty, 136

Center Affiliation: Instructional ACCTion Center; third year of affiliation

At Lake Land College, the instructional specialist is serving as the chairperson of the staff development program. A plan starting with the administration of a faculty needs assessment has been implemented. Twenty-five percent of the teaching staff has been involved in the development and implementation of new program strategies and teaching techniques; and 15 faculty members have participated in a microteaching process to improve instruction.

Several programs to accommodate student differences have been implemented, including a writing clinic, a tutorial program, an individualized learning and reading center, a competency-based English program for freshman English, and personalized modules of self-contained print material for one course in state and local government and one course in cosmetology. In addition, the specialized needs of disadvantaged students have been recognized, and a counselor has been hired to work with those so designated.

As a result of participation in workshops focused on faculty evaluation, Lake Land has developed a faculty growth plan by which 25% of the faculty are being evaluated.

LAKE REGION JUNIOR COLLEGE
Devils Lake, North Dakota

Institutional Profile:	Public; established 1941; rural; comprehensive; full-time enrollment, 640; full-time faculty, 46; part-time faculty, 6
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

Following the training of the instructional specialist and the establishment of a planning committee, the faculty and staff of Lake Region have instituted various changes in the academic programs. In 15 courses the syllabi have been rewritten in objective terms; an individualized format was introduced in Sociology 101; a seminar on secretarial science and small business management for nontraditional students was completed.

Changes are also apparent in faculty and staff relationships and involvements. Differentiated staffing policies and procedures have been established. The structure of the administrative staff has been altered, and evaluation procedures have been expanded to include evaluation of instructors. Consideration of the special needs of handicapped students has been undertaken by faculty and staff as well as the needs of the nonhandicapped. Faculty and staff recognize the importance of adapting the institution to include the nontraditional student.

LINCOLN TRAIL COLLEGE
Robinson, Illinois

Institutional Profile: Public; established 1969; rural; comprehensive; full-time enrollment, 1384; full-time faculty, 34; part-time faculty, 125

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Following the appointment of an instructional specialist to coordinate ACCTion-related activities, changes and/or additions were made in several program areas. For example, the petroleum technology program was expanded to include a course in the techniques of offshore drilling; the mathematics and science departments have developed and implemented placement tests; individualized and program instruction has been introduced in industrial electronics, physics, geography, and English.

Faculty evaluation procedures have also been affected. A one-year staff development plan has been funded, and for the first time, part-time faculty are included in staff development programs.

MAUI COMMUNITY COLLEGE
Kahului, Hawaii

Institutional Profile: Public; established 1965; suburban; comprehensive; full-time enrollment, 1145; full-time faculty, 56; part-time faculty, 21

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Led by the instructional specialist, a task force conducted a needs assessment in the area of instructional management. In addition, individual development plans for faculty have been implemented. Paraprofessionals are now permitted to assist in the restructured reading laboratory, and all language arts instructors have incorporated the laboratory experience into their course assignments. Finally, there has been a perceptible increase in the requests and attention from local employers to hire Maui students.

NEWBURY JUNIOR COLLEGE
Boston, Massachusetts

Institutional Profile:	Private; established 1962; urban; technical; full-time enrollment, 5571; full-time faculty, 12; part-time faculty, 401
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

In the three years that Newbury Junior College has been affiliated with the Instructional ACCTion Center, it appears that extensive effort has been expended in the area of curriculum development and revision. Detailed course syllabi for 18 courses in the management curriculum have been written and implemented; detailed course outlines have been prepared for 15 courses, with correlated listings of media materials available to support each teaching strategy; four courses in the transportation curriculum have been written in competency-based terms; the bilingual program has been evaluated and restructured to reflect competencies; detailed curriculum outlines in 20 courses taught by part-time faculty have been prepared; and five of these courses have been implemented. In addition, following an extensive study of hotel-motel program needs, an advisory committee was established to develop curriculum; two of these courses began in 1977-78.

The instructional staff has submitted a proposal to the administration advocating credit for prior experience and a 12-month secretarial program with flexible entry dates for students. The instructional staff has also been involved in the development of a diagnostic testing procedure for developmental studies; been involved in implementing a plan to include a laboratory component in the English Department; aided in establishing a basic mathematics laboratory and tutorial program; and prepared a report for the Newbury trustees on the feasibility of implementing an Associate in Individualized Study program.

NORTH CENTRAL TECHNICAL INSTITUTE
Wausau, Wisconsin

Institutional Profile: Public; established 1912; suburban; technical; full-time enrollment, 2125; full-time faculty, 127; part-time faculty, 10

Center Affiliation: Instructional ACCTion Center; third year of affiliation

The expansion and revision of several program areas appear to be the major thrust of ACCTion-related activity at North Central Technical Institute. The business communications and business laboratories were converted to reflect the open-laboratory concept; Technical Mathematics I was restructured into an individualized format and is being taught in an open laboratory. Plans to implement Technical Mathematics II are in progress. The merchandising program has also been restructured.

Other changes are evident in the electronics courses, which are now taught in competency-based terms. A specialized training course for the repair of foreign cars has been developed for the summer session, and designs for the welding shop have been developed for implementation in 1978.

The instructional staff has assisted in devising a staff development plan for the Antigo campus.

NORTH IOWA COMMUNITY COLLEGE
Mason City, Iowa

Institutional Profile: Public; established 1918; suburban; comprehensive; full-time enrollment, 2900; full-time faculty, 90; part-time faculty, 10

Center Affiliation: Instructional ACCTion Center; third year of affiliation

A review of the ACCTion technical assistance received by North Iowa Community College reveals the instructional staff's intention to work with faculty and staff and their relationship to the college, as well as improve the instructional techniques employed by the faculty and staff. The instructional staff has developed job descriptions and evaluation procedures for division heads and completed a manual for advisory committee policy and procedures, to be implemented in 1978-79.

The instructional staff has also focused on the needs of nontraditional students, graduates from the college's adult basic education program, the prebaccalaureate student, and those seeking jobs immediately upon graduation. To this end, task forces have been established to study needs, and an independent Learning laboratory has been established and has administered a survey questionnaire to selected groups of students.

When a full-time director of media resources was hired, instructional staff helped to develop a media course syllabus. Other areas of involvement include the implementation of competency-based instruction in refrigeration, agriculture, and personal finance. The instructional supervisor has also staffed a learning laboratory for nurses and is in the process of reviewing the total nursing program.

PRESENTATION COLLEGE
Aberdeen, South Dakota

Institutional Profile: Private; established 1922; suburban; full-time enrollment, 320; full-time faculty, 30; part-time faculty, 13

Center Affiliation: Instructional ACCTion Center; third year of affiliation

The instructional staff at Presentation College were involved in the design, implementation, evaluation, and revision of instructional objectives and materials for a two-year core general education program introduced at the Presentation College. In 1978, the staff implemented an institutional self-study instrument; developed a student assessment growth profile sheet designed for use in establishing baseline data to evaluate graduating students; and wrote the proposal for developmental learning center.

There is growing recognition on campus that faculty development is a continuing responsibility, and the college has begun using faculty committees to assist in this process. Policies and procedures to develop a faculty growth portfolio are another contribution from the instructional staff.

SPOKANE COMMUNITY COLLEGE
Spokane, Washington

Institutional Profile:	Public; established 1963; urban; comprehensive; full-time enrollment, 5123; full-time faculty, 200; part-time faculty, 220
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

At present, the position of instructional specialist is a part-time one; however, Spokane Community College plans to expand it into a full-time position in 1978-79. The specialist has been responsible for implementing a year-long staff development program for faculty, using the Ohio State modules. Thirty faculty members have participated; the following are results: Teacher effectiveness in the classroom was assessed 114 times in 22 vocational areas; 9 instructors developed working modules for programmed instruction; computer-assisted assessment was implemented in staff development classes; and three trigger film workshops have been developed. In addition, new classroom management skills were employed in the areas of psychology, photography, and staff development; and a new professional improvement program for faculty was developed.

Other changes relate to major revisions in the fire science program; self-instructional and individualized work in industrial electronics; development of software for four vocational programs; and development of audio-visual aids for use in culinary arts, law enforcement, photography, and staff development.

SPOKANE FALLS COMMUNITY COLLEGE
Spokane, Washington

Institutional Profile: Public; established 1967; urban; full-time enrollment, 4004; full-time faculty, 150; part-time faculty, 315

Center Affiliation: Instructional ACCTion Center; third year of affiliation

The instructional staff at Spokane Falls assisted in developing and implementing a master plan for faculty and staff development. The faculty was also involved in the preparing of a statement of goals for the institution to facilitate long-range planning.

Several changes in curriculum and/or course structure were also implemented with assistance from the instructional staff specialist. The laboratory method of teaching English, business, and regular mathematics was strengthened and revised to include open time frames. Revisions in individualized general psychology and Introduction to Sociology have been completed. Testing, diagnosis, and prescriptions are available in secretarial science, and portfolio development has been included in the figure drawing course.

Student input into the evaluation of courses is one other new feature supported by the instructional staff.

UNIVERSITY COMMUNITY AND TECHNICAL COLLEGE
UNIVERSITY OF TOLEDO
Toledo, Ohio

Institutional Profile: Public; established 1872; urban; technical; full-time enrollment, 2550; full-time faculty, 88; part-time faculty, 50

Center Affiliation: Instructional ACCTion Center third year of affiliation

During the three years of ACCTion affiliation the instructional staff has focused on developing and incorporating techniques for cognitive mapping into university programs. A faculty committee has been established to oversee the improvement of instruction, and three faculty members serve as specialists in interpreting student cognitive maps. This technique is presently used to select students for a special mathematics tutorial program.

Other areas in which the instructional staff has been functioning include revision of the entire program on water quality and environmental health; introducing an oral format for the allied health clinical evaluation system; and implementing two courses for women re-entering college.

WILLMAR COMMUNITY COLLEGE
Willmar, Minnesota

Institutional Profile:	Public; established 1961; rural; comprehensive; full-time enrollment, 760; full-time faculty, 29; part-time faculty, 18
Center Affiliation:	Instructional ACCTion Center; third year of affiliation

Course development expansion and revision appear to be the focus of the activities of the instructional staff at Willmar. The speech course now includes units on group communications, the sociology course utilizes group discussion techniques, the typing class has moved to individualized instruction, and mathematics courses have been restructured to include self-paced and individualized instruction. Similar modifications have occurred in chemistry, English, and political science.

The instructional staff has helped develop several courses primarily for the nontraditional student: interior design and death and dying; and some classes are being offered for extended time periods to facilitate class attendance by women with children. A needs assessment aimed at the nontraditional student is also being undertaken.

YOUNG HARRIS COLLEGE
Young Harris, Georgia

Institutional Profile: Private; established 1912; rural; liberal arts; full-time enrollment, 525; full-time faulty, 21; part-time faculty, 8

Center Affiliation: Instructional ACCTion Center; third year of affiliation

Extensive effort appears to have been directed at the design and implementation of an instrument by which students evaluate instruction. The instructional staff requested and received technical assistance from the Instructional ACCTion Center for all the phases involved in the development and evaluation of this instrument. It is intended that the results will be used by faculty to determine their needs for personal development.

Other areas of ACCTion-related activity include the following: assistance in defining the educational specifications for a new science center; revisions made in the internship phase of the recreation curriculum; development of a new library orientation program and handbook for freshmen; and the creation of a writing laboratory.

INSTITUTIONS AFFILIATED WITH RESOURCE DEVELOPMENT ACCTION CENTER

ARIZONA WESTERN COLLEGE
Yuma, Arizona

Institutional Profile: Public; established 1963; rural; comprehensive; total full-time enrollment, 2369; full-time instructional staff, 76; part-time instructional staff, 150

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Members of the Resource Development staff at Arizona Western college have attended workshops and specialist training programs designed to provide information and develop skills needed to identify program possibilities and funding techniques. During the third year of affiliation, Arizona Western Resource Development staff submitted seven proposals to various government agencies. All seven have met with success. Arizona Western is approved by the following agencies: for participation in the HEW Co-Op Program; under Title VI, Public Services Employment, CETA Manpower Agency; for funding under Title IV, HEW; in BIDP, HEW; and by the Arizona State Department of Education, Vocational Education - Co-Op Program. It has also been funded by EDA for agricultural program expansion and by Title I (HEW) for a community education center.

The previous year, eight proposals submitted were funded or are still pending. Staff has had the opportunity to visit other institutions and to exchnage ideas and specific funding information with others involved in resource development.

ARKANSAS STATE UNIVERSITY
BEEBE BRANCH
Beebe, Arkansas

Institutional Profile:	Public; established 1927-1931; rural; total full-time enrollment, 700; full-time instructors, 35; part-time instructors, 10
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

One of the major results of this institution's involvement in ACCTion activities is the creation of a resource development department. Following on-site visits by ACCTion consultants and attendance by administrators at various workshops, a permanent resource development office was established, with full-time clerical support. Today, the institution's faculty is keenly aware of the need for increased Federal foundation funding. Seventy percent of the faculty have attended a proposal-writing clinic conducted by an ACCTion-sponsored consultant. A strong bond has been established between the Win Rock Foundation and the institution, which will yield additional external developmental funds. The benefits resulting from the creation of a private foundation will be evident in the future; at present, resource development staff have become more aware of the value of the activity and potential income to be generated by it.

The administrative staff has made a commitment to long-range planning with the decision to develop a five-year plan that includes specific goals and directions for resource development. Several other proposals have been submitted, and funding has been received from CETA, Title VI-A, Title I, Exxon, and the Arkansas Endowment for the Humanities.

Furthermore, Arkansas State University-Beebe Branch has joined with other similar institutions to form a consortium to investigate international education programs. Through participation in ACCTion workshops, the institution's faculty and administrative staff have gained a better understanding of the special problems of minority students. This is most helpful in the effort to design

ARKANSAS STATE UNIVERSITY
BEEBE BRANCH
Beebe, Arkansas

a program designed to reach rural disadvantaged women. Exposure to other areas of interest in resource development is provided by the ACCTion-sponsored consultants, by the literature developed and disseminated by the ACCTion Center, and by the opportunity to travel to other institutions (Claremont Junior College, for example) and to conferences in Washington, D. C.

CHESTERFIELD-MARLBORO TECHNICAL COLLEGE
Cheraw, South Carolina

Institutional Profile:	Public; established 1968; rural; total FTE, 775; full-time instructional staff, 28; part-time staff, 12
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

Chesterfield-Marlboro Technical College has obtained funds for construction and program development. The major areas of expertise gained through affiliation with the Resource Development ACCTion Center extend beyond the fundamentals of grantsmanship. The institution's staff has been encouraged to participate in the fund-raising process and has been acquainted with the techniques of systematic planning; a cooperative education steering committee has been established; and institutional policies and procedures manual has been developed; a five-year MBO master plan has been proposed; an outreach community services component and a learning resource center have been created; and the initial preparation for a college foundation is in progress. The faculty is also involved in a five-school consortium, created to implement a women's career opportunity center. These activities were the direct result of or greatly influenced by participation in ACCTion-sponsored travel to ACCTion's regional conferences and Specialist Training Programs.

In excess of $2 million for construction has been generated for the institution. Proposals have been submitted to every level of government as well as to local and private sources. An increased awareness of the availability of funds, the need for total institutional involvement in the resource development process, and the importance of outreach and expanded community service is evident at the college.

CLARK TECHNICAL COLLEGE
Springfield, Ohio

Institutional Profile:	Public; established 1966; suburban; technical; total full-time equivalents, 1460; full-time instructional staff, 52; part-time, 48
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

One of the primary ACCTion objectives in this area was achieved in July 1976 with the establishment of the development office. Prior to that time the resource development staff at Clark Technical College attended workshops and the Specialist Training Program offered by ACCTion in Washington to learn about Federal funding and the steps involved in establishing a development office. ACCTion-affiliated consultants were asked to conduct on-campus seminars for faculty and administrative staff to acquaint them with the objectives, expectations, and operations of a comprehensive development program.

The development staff has published a newsletter for faculty and introduced a flow chart for submitting proposals. Although the development office has the responsibility of assisting in development of proposals, final submission, and monitoring, proposals can be generated by any faculty or staff member. Only two new Federal proposals were submitted in fiscal year 1978. Both are pending.

CLAREMORE JUNIOR COLLEGE
Claremore, Oklahoma

Institutional Profile: Public; established 1971; rural; comprehensive; total full-time equivalents, 1830; full-time faculty, 50; part-time faculty, 46

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Since its affiliation with the Resource Development ACCTion Center, Claremore Junior College has more than doubled the amount of state and Federal funds received, increased the size and scope of the development office, expanded its services to the community, and involved the entire faculty and administrative staff in the development process. The position of vice-president for development has been created as a reflection of the high priority now placed on resource development by the administration. The development office now consists of three full-time employees and one half-time. A development committee, including three faculty members, the vice-president, and the assistant for development, has been formed to support the fund-raising activity.

One of the main objectives for Claremore was to strengthen and expand the fund-raising drive of the Claremore College Foundation. The Board, composed primarily of local people, has begun sponsoring a series of solicitation drives for community groups. The Foundation also supports travel and other development activities that ACCTion cannot fund. In February 1978 the development office cohosted a foundation workshop in Tulsa, Oklahoma.

The following is an abbreviated listing of the grant proposals submitted by Claremore in fiscal year 1978:

Title II -- Institutional Support; Drug Rehabilitation
CAUSE -- Science Department Restructuring
ISEP -- Science Equipment

CLAREMORE JUNIOR COLLEGE
Claremore, Oklahoma

Title VI-A and VI-B -- Educational T.V.
National Endowment for the Humanities -- Indian Education Program
HUD -- Dormitory Renovation
FIPSE -- Family Reinforcement Program
Oklahoma Crime Commission -- Youth Shelter Program

COLLEGE OF SOUTHERN IDAHO
Twin Falls, Idaho

Institutional Profile: Public; established 1965; rural; comprehensive; total full-time enrollment, 4130; full-time instructional staff, 97; part-time instructional staff, 63

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

By the close of the first year of participation in ACCTion by the college, five selected faculty/administrative staff persons had attended ACCTion workshops and Specialist Training Programs to provide background information and raise their levels of awareness in relation to fund-raising techniques. The end result was a decision to establish a full-time resource development position at the administrative level. This position would be responsible for keeping track of all Federal and state funding programs and provide expertise to persons making applications. In an effort to develop a core of individuals interested in and capable of making application for external funding, 21 faculty and administrative staff members attended a proposal writing workshop presented by the Resource Development Coordinator. Furthermore, a decision was made to include the Coordinator in certain planning and evaluation procedures at the executive level.

Following attendance at the ACCTion-sponsored meeting in Cocoa Beach, Florida, in June 1977, the Coordinator undertook the preliminary work to be done toward establishing a college foundation. In addition, in fiscal year 1978 three proposals were submitted to Federal agencies and are now pending: NSF, Title II-A -- Library Materials, and Public Health Service.

The resource development office has also been involved in the development of a women's program. Faculty and administrators will have an opportunity to travel to campuses

COLLEGE OF SOUTHERN IDAHO
Twin Falls, Idaho

having exemplary womens' programs. It is anticipated that curriculum development and funding will permit the introduction of the program in fall 1978.

COWLEY COUNTY COMMUNITY COLLEGE
Arkansas City, Kansas

Institutional Profile: Public; established 1922; rural; total full-time enrollment, 679; full-time instructional staff, 31; part-time instructional staff, 51

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

In 1976, the college established a new position, director of resource development. One instructor was designated to serve in this capacity, with released time from instructional duties (approximately 20%). A library of resource development information and files on funding programs was established by the director.

Selected faculty and administrative personnel have attended various ACCTion workshops and training programs aimed at developing skills in proposal preparation, faculty involvement in resource development, and establishing and/or strengthening college foundations. On separate occasions, consultants from ACCTion made on-site visits to meet with the administrative staff and provide technical assistance directly to faculty and administrative staff in identifying funding sources, foundations, and proposal preparation.

The director of resource development, in conjunction with another ACCTion-affiliated college, is pursuing the possibility of a consortium of small, rural, two-year colleges in southeast Kansas to provide services in institutional research and development. With the assistance of the director, several proposals have been submitted to local, state, and Federal agencies. One proposal, requesting funds for a special CSCE project for women, was refused; the others are still pending.

CUMBERLAND COLLEGE OF TENNESSEE
Lebanon, Tennessee

Institutional Profile: Private; established 1842; rural; liberal arts; total FTE, 335; full-time instructional staff, 17; part-time instructional staff, 12

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

To meet the stated objectives to improve their financial development program, involve faculty and staff in improved public relations, increase the community service program, and improve the curriculum, faculty members at Cumberland College participated in several ACCTion workshops and Specialist Training Programs, as well as inviting consultants to campus to evaluate and recommend techniques to achieve the institution's goals.

Increased involvement with the community is reflected in the consideration given to offering special degree programs for middle-aged persons; the increase in personal visits to area businesses and industry; and the expansion of the president's council. The council was established by the president to develop long-range plans for the college and to review program offerings. The president has been actively involved with resource development and with ACCTion since the beginning of the affiliation. At present, in the absence of a director of development, the president's office has assumed development responsibilities. Therefore, the president is spending an increasing amount of time in resource development and public relations.

Most proposals written and submitted in the three years of ACCTion affiliation have not been funded. However, the college has been successful in reaching alumni and in meeting the challenge goal for trustee gifts.

EDISON COMMUNITY COLLEGE
Fort Myers, Florida

Institutional Profile:	Public; established 1961; suburban; total FTE, 2200; full-time instructional staff, 65; part-time instructional staff, 70
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

In May 1976, with the technical assistance provided by ACCTion, the college presented a workshop entitled "Alternatives to Federal Funding." According to the resource development staff, this was the single most valuable activity of the three-year association with ACCTion. The results of this event, noted by the college's ACCTion Coordinator, are as follows: the motivation of foundation personnel to raise nearly three-quarters of a million dollars in two years; stiumlation of the sponsor of a local foundation to develop a "Talent Bank" to support the college; orientation of the college president and his administrative staff to the need for alternative funding; instruction for appropriate personnel in the fundamentals of deferred and other private giving; and the realization of the benefits of effective outreach activities.

Edison College personnel participated in several workshops and training programs conducted by ACCTion consultants and personnel. Proposals were submitted to the National Science Foundation and HEW (Title VI, CETA, Community Services for the Disadvantaged), among others. The college has also been represented at the Florida Council for Resource Development, thus taking advantage of another opportunity to enchange information and ideas.

The Edison Community College Endowment Fund has supported ACCTion-related work. One specific example was the role played by the foundation as host for a local workshop for college mid-level management personnel conducted by an ACCTion staff member.

EDISON COMMUNITY COLLEGE
Fort Myers, Florida

Elements of a plan to improve the recruitment of black students are being implemented by college administrators. The plan was based on a presentation attended during the ACCTion regional workshop in January 1978. In addition, the administration is conducting a mandatory weekend workshop for all college administrators focused on the subject of minority relations.

GOGEBIC COMMUNITY COLLEGE
Ironwood, Michigan

Institutional Profile:	Public; established 1932; rural; total FTE, 876; full-time instructional staff, 30; part-time instructional staff, 8
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

Association with the Resource Development ACCTion Center has enabled Gogebic Community College to obtain technical assistance for the establishment of a foundation and to pursue Federal grant monies. During the last three years, the resource development staff have attended workshops on proposal writing, mechanics and methodology of organizing a college foundation, and the implementation of the team approach to achieve institutional goals.

Of the 11 proposals submitted since joining ACCTion, five have been funded, and an existing grant from Title VIII COOP was expanded from $39,000 to $76,492. Additional staff members have been involved in submitting or revising submissions in three other areas: National Science Foundation, Title IIA and Title VIA, and Title VIII COOP Education in business and automotive service.

In July 1977, the institution successfully established the Gogebic Community College Foundation. Steps have been taken to gain state recognition and tax-exempt status. The use of a team approach to planning is another area in which ACCTion technical assistance was employed. A management team has been designated to review and update the college master plan.

HARRIMAN COLLEGE
Harriman, New York

Institutional Profile: Private, Catholic; founded 1956 by Sisters of the Catholic Apostolate (Pallotine); rural; total FTE, 260; full-time instructional staff, 14; part-time instructional staff, 21

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Technical assistance to Harriman College has been provided primarily through consultant services, workshops, and specialized training programs. The thrust of the college's participation in the Resource Development ACCTion Center has been toward the development of an expanded resource program and training of selected personnel. The school implemented a plan to study institutional goals and philosophy as a prequisite to strengthening the development program. Local Congressmen were contacted in an effort to acquaint them with the school and secure political support for future efforts.

The president and the director of development attended workshops geared to establishing a college foundation and other funding techniques employed by independent colleges. The following are results of these involvements, the consultant visits, and exposure to other more advanced programs: The director of development and secretarial studies faculty submitted a proposal to the New York State Department of Vocational Education to develop a shorthand laboratory. The campus school applied for two grants in 1977 --one to conduct a nutrition project for preschool children and one to develop a nature trail. A proposal to train peripheral computer operators and clerical workers was submitted to CETA. A request was made to the Orange County director of the Employment and Training Administration by a Graphic Arts Department faculty member for funds to hire a full-time art gallery director. A recreation project proposed by the dean of the college and a physical education faculty member was

HARRIMAN COLLEGE
Harriman, New York

submitted. The last two proposals were funded: $98,000 from CETA for the recreation project, and funds to hire a gallery director for one year.

In addition, proposals have been generated in three other areas: conversion of an existing shorthand laboratory into a word-processing laboratory; a $134,000 proposal to expand and enrich the arts at the college and in the community; and a proposal for Title III funds.

Other techniques suggested by ACCTion staff members have also proved beneficial. The college initiated a phonathon to reach a select number of graduates. This activity was 41% successful in securing pledges.

HOUSATONIC COMMUNITY COLLEGE
Bridgeport, Connecticut

Institutional Profile:	Public; established 1976; urban; total FTE, 1950; full-time instructional staff, 60; part-time instructional staff, 52
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

Housatonic Community College established the office of grants and development and hired a coordinator several months before its affiliation with the Resource Development ACCTion Center. The office was established to work with ACCTion, to conduct development programs, to coordinate all proposal efforts, and to maintain a resource file. During the first year of operation, which coincided with the first year of affiliation with ACCTion, 12 proposals were developed; four were granted, five remain pending, and three were rejected. Many faculty and staff members of the college cooperated in the resource development efforts. Among them were the director of institutional research, the dean of the college, the assistant academic dean, the director of admissions, the dean of community services, and the college publicist.

During the second year of ACCTion involvement, a Title I Community Services application was funded in the amount of $17,938 for Volunteers in Prevention, a program for the elderly. An application to the National Endowment for the Arts submitted by the ACCTion Coordinator following the Specialist Training Program in Washington, D.C., resulted in a $1,000 scholarship award to a Housatonic student to travel with the Mel Lewis Orchestra. In addition, the ACCTion Coordinator conducted a meeting of Connecticut community colleges interested in submitting a Title III Developing Institutions propcsal. Other proposals prepared by the grants office included applications to Exxon Impact, Bridgeport Hydraulic Co., Vocational Education (state), FIPSE, and TRIO.

HOUSATONIC COMMUNITY COLLEGE
Bridgeport, Connecticut

Throughout the three years of affiliation with ACCTion, the president has demonstrated continued support for ACCTion-sponsored activities. He has visited local businesses to solicit funds and devoted 10%-20% of his time to resource development since July 1977. The position of coordinator of grants and development was increased from 20 hours per week to full time and reclassified as assistant administrative department head.

The college has reinstated the College Foundation and continues to submit proposals to government and private sources for additional funding. The ACCTion Coordinator has been consulted by other community colleges for assistance in resource development matters.

JOHNSON COUNTY COMMUNITY COLLEGE
Overland Park, Kansas

Institutional Profile:	Public; established 1967; suburban; comprehensive; 72% of the students work; total FTE,2924; full-time instructional staff, 113; part-time instructional staff, 99
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

According to the statement filed by the ACCTion Coordinator during the first year and a half of the affiliation with the Resource Development ACCTion Center, no records were kept to document the outcomes of ACCTion activity and participation. Therefore only the events of this third year are reported here.

The major achievements of this third year of participation relate to the strengthening of the College Foundation via the identification of local firms as potential sources of funding, the availability of matching funds, and the establishment of an endowment fund. New development procedures for working with the college faculty and staff were initiated to facilitate proposal preparation. In addition, the college's development newsletter adopts its format and much of its information from material disseminated by the ACCTion offices.

Throughout its affiliation with Johnson County Community College, ACCTion consultants have assisted in the preparation and submission of proposals.

LENOIR COMMUNITY COLLEGE
Kinston, North Carolina

Institutional Profile: Public; founded 1958; rural; comprehensive; total full-time enrollment, 1900; full-time instructional staff, 81; part-time instructional staff, 60

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Lenoir Community College's first year of affiliation with ACCTion was limited to attendance at ACCTion-hosted workshops and on-site visits by Resource Development ACCTion Center staff. Prior to involvement with ACCTion, the concept of resource development was not well known at Lenoir. After a visit to Lenoir by the director of the Resource Development ACCTion Center, meetings with the institution's president, and visits to other campuses, the administration decided to employ a full-time resource development officer, effective January 1977.

In the second year, resource development staff developed or assisted with development of several major proposals. The following list shows those funded: CETA Adult Workers (Manpower Assistance), $7,268; Campus Maintenance and Beautification Project, $90,321; Individual Referral Project, $143,044; Special Services for Disadvantaged Students, $50,000; Title II-A, College Library Resource Grant, $3,855; Peer Influence Project, $53,500.

Under the leadership of the president, Lenoir Community College established a College Foundation. A mass mailing program related to the foundation was carried out in August and September 1977.

The president has also demonstrated his support of ACCTion-related activities by including the resource development officer on the newly established management team. Other members are the president, the business manager, and the dean. The need for faculty and administrative staff involvement has been recognized by the president, and representatives from these groups have been introduced to resource

LENOIR COMMUNITY COLLEGE
Kinston, North Carolina

development actities.

Another programmatic development was the establishment of a women's program. A proposal for continued financial support was submitted to the Federal government; this request is still pending. The resource development program at Lenoir gained increased visibility as a result of the establishment of an independent development office.

Other developments at Lenoir include the acceptance and integration of long-range planning as a management tool. Lenoir has increased its fund-raising activities and is preparing for increased faculty and administrative coordination.

MARSHALLTOWN COMMUNITY COLLEGE
Marshalltown, Iowa

Institutional Profile: Public; established 1927; rural; total FTE enrollment, 860; full-time instructional staff, 42; part-time instructional staff, 12

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

During the first year of affiliation with ACCTion, Marshalltown Community College received funding for two proposals: one to the National Science Foundation (NSF) for instructional equipment, and one in the amount of $32,000 for a cooperative education project. The Resource Development staff also brought back information gained during the first Specialist Training Program which led to the selection of two Marshalltown faculty members as CAUSE readers at the NSF.

A team of college administrators and faculty attended the regional workshop during the second year and subsequently established a plan for review of institution goals and objectives. This plan is currently being implemented once again. The college again submitted proposals during this year to NSF and under the Cooperative Education Program. Each was funded: NSF for $12,000 to enhance instructor expertise in Wang calculators, and the Cooperative Education Program for $33,000. The college administrators decided to assign the resource development function to one administrator, who would coordinate ACCTion-related activities and assist faculty and administration in (a) gaining more information on sources of funding from the private sector; (b) obtaining assistance for the development of an environment studies center; and (c) enlarging the holdings of the resource development information center.

Additional funding has been obtained for the third year. In particular, a Title VI proposal has been recommended for funding. Two more faculty participated in the NSF readers' program, and they have brought back additional ideas and information on funding. Ideas on the Compre-

MARSHALLTOWN COMMUNITY COLLEGE
Marshalltown, Iowa

hensive Education and Training Act were shared with Mid-Iowa Community Action, thus broadening the impact of the resource development ACCTion activities.

MOHEGAN COMMUNITY COLLEGE
Norwich, Connecticut

Institutional Profile:	Public; established 1969; urban/rural area, approximately 67% undeveloped; total FTE, 1514; full-time instructional staff, 42
Center Affiliation:	Resource Development ACCTion Center; third year of affiliation

Attendance at the ACCTion Resource Development Specialist Training Program, an exemplary visitation at Housatonic Community College, and a consultant visit by an RDAC staff member are credited with influencing the decision of the president and deans to pursue a Basic Institutional Development Program grant as a member of a consortium of several local Connecticut state community colleges. The president recruited a friend of Mohegan to accept the position of resource development officer on a part-time volunteer basis.

The college's commitment to and support for the resource development function increased during the second year of ACCTion involvement. A small amount of office space was allocated, and the position of resource development officer was established as a paid position. Although no secretarial support was available, work-study students are used for a maximum of 20 hours per week. The Coordinator estimated that the college's financial commitment was approximately $4,800 for 1976-77.

During the third year, the total commitment approached $7,000 with a continuation of the work-study arrangement. The Coordinator worked with Science Division personnel to submit a Title VI-A (educational equipment) proposal; assisted in the preparation of the Title III/BIDP Connecticut Consortium grant proposal; and attended various workshops, regional meetings, and planning sessions.

MONTREAT-ANDERSON COLLEGE
Montreat, North Carolina

Institutional Profile: Private; founded 1916; rural; liberal arts transfer curriculum; total FTE enrollment, 465; full-time instructional staff, 22; part-time instructional staff, 7

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Following participation in the Resource Development Workshop at Myrtle Beach, the Montreat-Anderson College administrative team implemented changes that resulted in an increase of 20% in the number of continuing students (freshmen) who returned in fall 1976. A session on immediate and long-range needs of the college was incorporated into the 1976 faculty retreat; the resulting inventory was added to the one prepared by the administration in their ACCTion plan of operation. Curricular changes in business education and sciences were enacted after ACCTion-sponsored visitations were made to senior colleges.

Emphasis was placed on involving faculty in the resource development process. A proposal submitted by the drama instructor was funded for $10,000. New directions were considered for the thrust of the Title III program, and a proposal was submitted (not funded). The president indicated that recruitment and resource development are related activities, and the director of recruitment and admissions was made directly responsible to the president. Revisions were also made in the college's "Plans for Admission and Recruitment Activities, 1977-78."

After the ACCTion-sponsored visit by two consultants, the science faculty began the preliminary preparation of a CAUSE proposal; however, it was deferred until 1978/79. The president and the dean began to lay the groundwork for the development of specialized programs, such as a B.S. in recreation and programs for the nontraditional student, to attract and meet the needs of local people.

END

MONTREAT-ANDERSON COLLEGE
Montreat, North Carolina

Consideration is being given to (a) hiring development personnel and (b) as additional sources of revenue, giving through insurance.

Over the course of the three-year affiliation with ACCTion, other significant events have occurred at Montreat-Anderson. A capital funds campaign to raise $1,200,000 began in 1976, and more than two-thirds of the goal has been raised. The professional and support staff of the college resource development component has increased by four. The office space for the activity has expanded, the mailing list has tripled, and donor data and alumni data are being computerized. Of great importance is the fact that professional development staff have been sent, at Montreat-Anderson's expense, to additional training programs; and $1,700 of institutional funds in the 1977/78 amended budget was earmarked for professional training of the director and the assistant director of development.

POST COLLEGE
Waterbury, Connecticut

Institutional Profile: Private nonprofit; founded as the Post Business School in 1890; urban; total FTE, 1250; full-time instructional staff, 25; part-time instructional staff, 60

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

During the first year of ACCTion affiliation, Post College established its first development division and began the framework for future coordinated programs. The second year began with the development of a management-by-objectives program based on the "Brevard Community College Model Process for Institution Goals-Setting." Other goals for that year related to communications and organization structure. The college was extremely successful in using the experience gained at the thematic and other ACCTion workshops: more than 12 applications for various Federal program grants were funded in the financial aid area, for nearly a million dollars; in the development area under Titles II-A, III, and VCIP, for approximately $30,000; under Title VI, PSE, for $245,000; and under Title XX, for $1,370,000. Post College also received $35,000 to develop a women's counseling center under CETA, Title VI, and an additional $10,000 under CETA-ARD for a pilot high school dropout project.

During the third year of ACCTion affiliation, the college has increased its funding in financial aid to $1,400,000 and received continued support from CETA. The major fund-raising campaign has reached the two-million-dollar mark (80% of the total), and the continued campaign responsibility will be absorbed within the development division. A challenge grant application has been submitted to the National Endowment for the Humanities, and the resource development staff is investigating the possibility of a grant application under Title III-Advanced Institutional Development Programs. In addition, a two-day workshop on grantsmanship, sponsored by the Resource Development ACCTion Center, was conducted for the faculty and staff.

end

SAN DIEGO EVENING COLLEGE
San Diego, California

Institutional Profile: Public; originally founded 1914; established as a separate college within the San Diego Community College District 1962; urban; total FTE, 8088; full-time instructional staff, 37; part-time instructional staff, 1175

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

The first ACCTion Coordinator at San Diego Evening College, because of ill health, was limited in his ability to participate in and carry out ACCTion activities. With the appointment of the present Coordinator, renewed effort was directed at the resource development function. In excess of $1,000,000 was raised in construction funds, which added more than 20 classrooms to the district facilities. The Coordinator assigned to oversee ACCTion activities at San Diego Evening also served the San Diego Community College District of six units. A resource development library was established, along with a training program for proposal writers and for project managers responsible for developing proposal ideas. The third major development was a Grants and Contracts Handbook, to be used as a planning tool by the district staff. A master plan was developed for San Diego Evening college under the direction of this district Coordinator. These master plans contain all of the programs for which the institution intends to file a proposal in the following school year. In-service training programs were developed and implemented to assist the faculty and staff in carrying out their proposal development responsibilities.

In addition, a plan was conceived (and implemented in 1978) by a small group of grantspersons from some community colleges, who were meeting regularly to discuss grant programs. The plan established a representative of the 106 California community colleges in Washington, D.C. The opportunity to meet with the resource development people from other small California colleges was funded by ACCTion.

SAN DIEGO EVENING COLLEGE
San Diego, California

In 1977-78 each of the presidents of the district's schools appointed one of his staff members to assist the district ACCTion Coordinator. According to the Coordinator, ACCTion has been extremely helpful: "Since taking (this office) we have increased our federal funding from $2.2 million to $7.7 miilion per year" (for the district).

SOUTHEAST COMMUNITY COLLEGE
Cumberland, Kentucky

Institutional Profile: Public; established 1960 as a state-supported transfer center for the University of Kentucky; rural; total FTE, 289; full-time instructional staff, 24; part-time instructional staff, 20

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Following participation in the ACCTion workshop in Philadelphia in 1976, a voluntary instructional improvement program was set up at Southeast Community College, using a model developed by the University of Massachussetts. Newsletters from all four ACCTion Centers were circulated among faculty members, and requests for material and information were received. Faculty offered suggestions, which were incorporated into the preliminary five-year planning document. Suggestions made by ACCTion during the first year of involvement are being implemented: formation of a Scholarship Fund Committee (March 1978); development of an institutional needs list; exploration of funding sources for nontraditional students which resulted in funding of a project under Title I, Higher Education Act, Educational Assistance to Agencies that Serve the Elderly (March 1977); establishment of contacts for the development of an alumni association; and review and revision of the five-year plan by the institutional review committee (1977-78). Improvement in grantsmanship resulted from the involvement of the business officer, the student services director, the resource development specialist, and the division chairpersons.

Six Federal grants were awarded, a total of $217,990. Ten Coal Severance Projects ($1,262,618) were funded.

During the second Specialist Training Program, contacts with the Law Enforcement Assistance Agency (LEAA) were established, and a grant for $1,384,000 in local public works funds was awarded for a regional jail in Harlan County. An additional $200,000 was obtained from the Kentucky Department of Justice. Other contacts were made:

SOUTHEAST COMMUNITY COLLEGE
Cumberland, Kentucky

the Appalachian Regional Commission, the Bureau of Mines (in expectation of funding for a mining technology building at Southeast), the National Endowment for the Humanities, and the National Endowment for the Arts.

Southeast Community College resource development staff submitted a Title I proposal, which was ranked second in the state in competition with 22 other institutions, 18 of which were four-year institutions.

The second year of ACCTion involvement proved beneficial to individual faculty members also. The chairman of the English Department participated in an instructional component workshop at Tri-County Technical College and then redesigned the English 101 course in an individualized instructional format.

The ACCTion Coordinator has produced guidelines for resource development for projects outside the Office of Education, including HUD Community Block Grants, CETA, LEAA, and public works. Throughout the three years, technical assistance has been provided to faculty and staff. One faculty member was retained by NEH as a consultant after submitting a proposal.

One of the major grants awarded during the third year was the CETA grant under the Title VI--Skill Training Improvement Program for $702,772. This grant provides 50 low-income, disadvantaged persons with 18 months of college training. Thirty of these students are presently enrolled in mining technology and 20 in medical secretaryship, legal secretaryship, or accounting and bookkeeping. All who satisfactorily complete the program will be placed in employment in the private sector.

SOUTHERN BAPTIST COLLEGE

Walnut Ridge, Arkansas

Institutional Profile: Private; organized 1941; rural; comprehensive-liberal arts; centers located at Blytheville Air Force Base, Senath, and Malden, Missouri; total FTE enrollment, 396; full-time instructional staff, 16; part-time instructional staff, 3

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

Before Southern Baptist College joined the ACCTion Consortium, resource development activities were very limited. In the first year of ACCTion affiliation, the major effort of the resource development office was devoted to building its library. During the second year, ACCTion consultant services were used, the administrative team attended the regional workshop, and the staff submitted a proposal for Title III, Programming Educational Potential (PEPS). The resource development office began its fund-raising drive with the strengthening of the Presidents Club, the Scholarship Club, and the Century Club. This activity continued into the third year of ACCTion involvement. In addition, two proposals to the National Science Foundation were prepared, using a team approach involving the Chemistry and Biology Departments and the development office. A proposal to enlist high school students in the college's summer school was presented to and approved by the Board of Trustees.

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
Richlands, Virginia

Institutional Profile: Public; authorized 1966, began instruction 1968; rural; total FTE, 1265; full-time instructional staff, 72; part-time instructional staff, 48

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

In the first year of participation in ACCTion, a faculty workshop was conducted by an ACCTion consultant to assist Southwest Virginia Community College to focus on its resource development goals and objectives. One staff member was designated director of grants and institutional research. A faculty member was appointed acting director of development during the second year as a result of expanded resource development activity and increased faculty interest in Federal funding.

During the second and third years, exemplary visitations and attendance at ACCTion workshops were made possible by ACCTion funding. A time management workshop for all Southwest Virginia faculty and staff was conducted by an ACCTion consultant in September 1977. A women's task force was formed to pursue funding for women's programs. The development office was reorganized and has adopted some of the forms and internal control mechanisms for grants preparation observed at Florida Junior College. Six new CETA employees were added to the college staff as technical assistants.

Throughout the three year period, contacts with other similar institutions have been established and maintained.

WESLEY COLLEGE
Dover, Delaware

Institutional Profile: Private; urban

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

After participating in ACCTion activities, Wesley College staff have increased their knowledge and experienced improved results in several areas of resource development.

One primary area of resource development was proposal development. Eight staff have attended ACCTion workshops in this area over the three-year period, and the college has experienced a high rate of funding: 30 proposals in the public sector were written, of which 26 have been funded and two are pending. Of 58 foundation proposals submitted, 28 were funded. A student services staff member and a secretary have each been assigned one-third time to resource development, including proposal writing. During 1978 the staff member attended an ACCTion workshop on foundations and a Specialist Training Program. As of April 1, 1978, both the number of proposals written and the dollar amount received in grants for 1977-78 were double the figures for 1976-77 ($46,000 vs. $23,000).

Other areas of fund-raising improvement were as follows: In estate planning, planned giving, and deferred giving, two ACCTion workshops have been attended, and a direct-mail campaign on giving through wills is planned for September 1978, to go to 1,200 prospective donors. In the area of the Annual Fund of the college, the director of alumni affairs made exemplary-program visits to two sites, funded by the college. In public relations and publications, through the stimulation of the ACCTion program, attendance of a college secretary at a CASE writing-skills workshop was sponsored by the college; as a result, the secretary is now aiding in publication design. Further, the director of college relations attended a CASE workshop entitled "Building Support through Media Relations."

END

WESLEY COLLEGE
Dover, Delaware

In corporate-sector giving, through visits to exemplary programs at other ACCTion institutions, techniques for fund-raising in the corporate sector have been greatly improved.

In general, staff feels that there is better coordination and control of grant proposals and better record-keeping regarding contributions. The greatest general ACCTion impact has been more extensive training of the entire staff.

YAKIMA VALLEY COMMUNITY COLLEGE
Yakima, Washington

Institutional Profile: Established 1928; high percentage of Indian, Spanish-speaking and low-income people in region; total FTE enrollment, 3100; full-time instructional staff, 115; part-time instructional staff, 160

Center Affiliation: Resource Development ACCTion Center; third year of affiliation

During the first year of ACCTion affiliation, the grants office at Yakima Valley Community College (YVCC) was reorganized as the government affairs and resource development office (GARD office). A "FACTS" sheet was introduced for publication on an annual basis to identify the office and its function. A campus newsletter entitled "On GARD" began bimonthly publication in March 1976. Yakima Valley received many publications from the Resource Development ACCTion Center, which were used in preparing "On GARD."

The president attended the Phoenix Workshop in January 1977 and subsequently became more involved in resource development activities. The ACCTion Coordinator assisted in writing the constitution and the by-laws for an alumni association; wrote articles of incorporation and by-laws for the YVCC Foundation; developed a mock proposal-writing exercise; and increased proposal submissions--of the 24 proposals submitted, nine were funded ($322,860). A part-time secretary was hired in support of this activity.

The Coordinator has continued the heavy emphasis on the proposal submission process into the third year. Twenty-three proposals were written; three were funded ($153,000), five were rejected, and 15 are pending disposition.

INSTITUTIONS AFFILIATED WITH STUDENT DEVELOPMENT SERVICES ACCTION CENTER

ALVIN COMMUNITY COLLEGE
Alvin, Texas

Institutional Profile: Public; founded 1949; suburban; single campus; total enrollment, 2462; total faculty, 131

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

Involvement with the ACCTion Consortium is responsible for direct improvements in management development, career development, advisement/placement, and expanded services in admissions/registration at the college.

A career development program --with student leadership training programs, establishment of a career library, the establishment of an assessment program, and professional development for counselors --is an element of the expansion of the college's capability through ACCTion. The institution also purchased a guidance information system for student and counselor use to facilitate a more effective career decision-making process.

One counselor received training in the area of drug abuse and health counseling, enlarging the scope of services available to students. This development is closely tied to the evaluation of student services necessary in the definition and development of a total student services program. ACCTion was instrumental in providing the tools and framework for these outcomes. In addition, the training received by administrators in communication and planning created awareness of the need for an ongoing management training program, now supported by the president of the college. Greater efficiency in long and short-range planning, budgeting, and time management are direct results of an ACCTion-related management development program.

Furthermore, the student services component at Alvin Community College has assumed the responsibility for implementing a human relations/interpersonal communications

ALVIN COMMUNITY COLLEGE
Alvin, Texas

program for the developmental studies faculty. The skills acquired through ACCTion will be used to design and conduct workshops aimed at sensitizing the faculty students' needs. In effect, this provides an increased opportunity to demonstrate throughout the institution the effectiveness of knowledge, techniques, and skills acquired through ACCTion.

CHOWAN COLLEGE
Murfreesboro, North Carolina

Institutional Profile: Private, Southern Baptist; founded 1848; rural; single campus; primarily liberal arts/transfer; total enrollment, 1059; total faculty, 69

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

The greatest effect of the ACCTion involvement for Chowan College has been the provision of program and skill development for the student services staff. Prior to affiliation with ACCTion, the college lacked a clear statement of philosophy, goals, and objectives for the counseling program. Once this was formulated, a student needs assessment was performed to identify areas requiring improvement. The following activities were developed as a result: four self-management courses for 20 students each; a human potential course reaching 24 participants; a placement testing course for reading and mathematics administered during orientation to all freshmen; interest testing for all students; establishment of a career information library; transfer information; individual counseling; group counseling in residence halls two nights per week; initiation of placement services; provision of counseling for students on academic probation at midterm; development of a workbook for career decision making; and publication of a monthly newsletter for campuswide distribution.

ACCTion involvement has had an additional impact upon planning, management, and evaluation. The admissions process now involves more faculty and students, and the admissions facility has been refurbished to accommodate more resource materials and staff. Developmental studies programs in reading and mathematics have been introduced to assist minority students in achieving their educational objectives.

Involvement with ACCTion has been instrumental in bringing about changes and increasing awareness of the need for a commitment to improving student life at the institution.

COPIAH-LINCOLN JUNIOR COLLEGE
Wesson, Mississippi

Institutional Profile: Public; established 1928; rural; two campuses; total enrollment, 1599; total faculty, 125

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

The focus of ACCTion involvement over the past three years has not shifted significantly at Copiah-Lincoln. Recruitment/Admissions benefited from the adoption of a pre-enrollment advisement plan, the inauguration of an on-campus career day for prospective students (attended by 670 persons), and systematic, personalized recruitment at high schools. The career development activities were expanded to include a two-day assessment guidance program for all incoming students, training of paraprofessionals to staff the career center, and a series of short courses in study skills and career development.

The involvement with ACCTion Student Development Services is also evident in the financial aid department. With the addition of a financial aid secretary, the school has initiated several procedural changes to increase efficiency and assure compliance with grant regulations.

Academic placement is more accurate, and the credibility of the developmental studies program is enhanced. An English writing laboratory was reorganized with money allocated to purchase equipment and materials. Special summer orientation classes will be held for nontraditional students. Retention of students has also increased because of a two-year study of dropouts undertaken by student services staff. The effect this activity was to increase the number of advisors and enlarge their role. The ACCTion-related outcome involved the total college faculty.

DONNELLY COLLEGE
Kansas City, Kansas

Institutional Profile: Private, Catholic; founded 1949; urban; single campus; liberal arts and some career programs; total enrollment, 630; total faculty, 41

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

For Donnelly College, association with the ACCTion Consortium has resulted in the establishment of a new philosophy and new goals and objectives for the college as a whole and for student services in particular. During its first year of involvement with ACCTion, Donnelly expanded its individulaized instruction program with four open entry/open exit courses in the learning center and ten guided home-study courses. A career testing program and information service were established, as was an academic (transfer) advising center. Using a team planning approach for student services gained through ACCTion workshop attendance, Donnelly instituted training programs for student leaders as well as for staff members to upgrade administrative capabilities.

Significant revisions were made in orientation, registration, and academic advising, based on input from ACCTion workshops and consultations. In part, these included a reorganization of management duties within the overall college structure, the revision of advisement folders, and the implementation of a peer advisory training program. Many of these achievements resulted from the formation of a student services cluster group that has worked to develop and implement ACCTion programs. Specific projects that have begun or grown as a direct result of ACCTion involvement at Donnelly include an expansion of the career exploration program, extensive use of the Myers-Briggs instrument for career testing, and integration of career exploration and academic advising.

FISHER JUNIOR COLLEGE
Boston, Massachusetts

Institutional Profile: Private; founded 1903; urban with satellite campuses; primarily business-oriented curriculum; total enrollment, 2286; total faculty, 187

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

ACCTion affiliation for Fisher Junior College has led to knowledge of model student services in a variety of areas, including admissions, career development, academic advisement, student development and women's programs, and the development of new approaches to deliver these services to students.

Admissions procedures were revamped to include computerized record-keeping, and training of a new admissions staff member has strengthened the college's recruitment and admissions procedures. By the end of the first year, applications had increased by 70%, and enrollment was up by 35% at the close of the third year.

The roles and responsibilities of the residence-hall house council and counselors have been redefined to allow more democratic involvement in residence-hall activities. A leadership training program has been conducted for house council members, and a manual guiding the work of residence hall directors has been published. Weekly and biweekly staff meetings to share information and concerns have begun for the council and staff.

During Fisher's first year of ACCTion involvement, models for a career resource center were identified, and by year three, plans were under way to restructure career development programs. Traveling seminars and consultation enabled Fisher staff to develop a workshop to assist students in applying for jobs.

Once the models and funding sources for women's programs were identified, Fisher created a women's needs task

FISHER JUNIOR COLLEGE
Boston, Massachusetts

force focusing on careers and implemented a two-phase women's program.

During the third year, three staff members were trained to conduct seminars, and a human potential seminar was held. Today plans are under way to train counselors in conducting advanced seminars in this area.

Generally, Fisher staff has learned to do comprehensive short- and long-range planning and to proceed from needs assessment to program planning and evaluation. Accordingly, academic advising and counseling programs will be restructured; and the need for a new professional to coordinate career counseling, academic advisement, and articulation with transfer institutions has been proposed.

HUTCHINSON COMMUNITY JUNIOR COLLEGE
Hutchinson, Kansas

Institutional Profile: Public; founded 1928; urban; single unit, part of state system; total enrollment, 2361; total faculty, 187

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

Hutchinson's involvement with the ACCTion Consortium has led, among other activities, to the development of new management and admissions procedures. The admission requirement for the ACT has been removed, and application forms have been shortened.Efforts to increase enrollment include new telephone pre-enrollment procedure and follow-up contact with potential students. A new attrition/retention committee has developed a procedure for advisor-advisee contact prior to registration. All recruitment publications have been reviewed, and a new all-college brochure has been developed. Counseling has been extended into evening hours, with greater emphasis placed on advising undecided students and on attracting nontraditional students.

As a result of ACCTion participation, Hutchinson developed one-credit courses in orientation, career decision making, and speed reading, and the institution now provides a peer counseling program. Today, small scholarships for sophomores are available, and plans have been made to expand scholarship offerings.

Regular staff meetings for student services have been scheduled, and an early alert system has been developed to identify high-risk students.

To increase staff and student leadership capabilities, assertiveness training activities were offered in connection with classes, especially for foreign and minority students during Hutchinson's first year of association with ACCTion. The following year students demonstrated stronger leadership ability by initiating new ways to promote student government to the faculty, administration,

HUTCHINSON COMMUNITY JUNIOR COLLEGE
Hutchinson, Kansas

and board and by holding a leadership training activity for new commissioners. ACCTion's involvement has had an additional impact by exposing Hutchinson to GIS, SIGI, and career development programs. This exposure led to career development classes two years later, as well as to the expansion and improvement of the career library.

LASSEN COLLEGE
Susanville, California

Institutional Profile: Public; founded 1925; rural; single campus; total enrollment, 2700; total faculty, 202

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

As a result of its affiliation with the ACCTion Consortium, for the first time in Lassen's history student services as a unit and its staff have clearer purpose, direction, roles, and responsibilities. The support of the vice-president in Lassen's active involvement with ACCTion has strengthened student services planning for needed changes.

A site visit increased knowledge and skills required to establish a career guidance center, resulting in the formation of plans and preparation of a funding proposal. The center became operational during Lassen's second year with ACCTion. During this second year with ACCTion, Lassen also participated in two workshops on staff training in team management. By the following year, both the vice-president and the student services staff were using the skills developed in the workshop in their problem-solving processes.

To personalize instruction programs, needed changes in courses, teaching methods, and academic support services were identified. As a result, tutorial programs were initiated, and self-paced instruction was expanded.

During its third year of ACCTion involvement, Lassen participated in several workshops and consultations. These activities resulted in a more positive interaction between faculty and the student services staff and greater faculty support of student services programs and student activities. Meetings were held with faculty to determine their perceptions of the philosophy and roles of student services, and the development of the student services philosophy was completed for distribution to college communities. A joint student-faculty advisory committee

LASSEN COLLEGE
Susanville, California

now identifies needed changes in student activities programming; and although more work is needed to gain community support, a greater awareness of student activities now exists within the total college.

Other activities and programs developed during the third year include establishment of an articulation committee to improve campus/community communication, plans for three parent information sessions, assignment of liaison counselors to instructional divisions, and semimonthly student services staff meetings. A new handbook has been prepared to assist faculty in making better use of student services, and the handbook for students has been revised.

Recruitment programs have resulted in significant enrollment increases of minority and handicapped students.

LEHIGH COUNTY COMMUNITY COLLEGE
Schnecksville, Pennsylvania

Institutional Profile:	Public; founded 1967; suburban; single campus; total enrollment, 2648; total faculty, 118
Center Affiliation:	Student Development Services ACCTion Center; third year of affiliation

The major emphasis of Lehigh's activities arising from affiliation with the ACCTion Consortium has been the improvement of communication among students, faculty, and student services personnel. A detailed survey conducted to determine specific student needs identified communication as an area requiring improvement. A student leadership training program was held, which resulted in students' exhibiting a greater degree of initiative and involvement in student activities programs. To involve the instructional faculty in the communications link, career emphasis has been integrated into the regular curriculum.

A second area of effort has focused on personal and career counseling. A center for assessment of lifetime learning (CALL) was established during Lehigh's first year with ACCTion, and a counseling task force was formed to develop a model for delivering career counseling. Career guidance is now provided to adult students through formal evening programs and expanded office hours.

Following an ACCTion workshop on the needs of nontraditional students, Lehigh developed a recruiting plan that increased FTE enrollment of high school students by 25% and reduced the attrition rate of continuing students who are recent high school graduates by 10%. A peer counseling program was also initiated, as was an early alert systme to monitor the success of high-risk students. An ongoing evaluation system measures progress of the early alert program.

During its third year of involvement, Lehigh participated in ACCTion workshops on institutional research and human

LEHIGH COUNTY COMMUNITY COLLEGE
Schnecksville, Pennsylvania

potential. As a direct result, today Lehigh has an institutional research committee staffed by a full-time research person; research projects have been completed analyzing reasons for no-shows at admissions and causes of attrition. Now keenly aware of the need for a human potential effort, Lehigh has trained four staff members to conduct workshops, and courses in human potential are planned.

Additional resources developed at Lehigh after consultation with ACCTion staff include a computer terminal to provide instant financial-need analysis for students; and a program run by six trained counselors that uses the Myers-Briggs instrument in conjunction with student leadership training.

LOWER COLUMBIA COLLEGE
Longview, Washington

Institutional Profile: Public; founded 1934; urban; single unit, part of state system; total enrollment, 3300; total faculty, 176

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

Lower Columbia College has immersed student services staff in ACCTion workshops during the past years, and many of its new programs and plans derive directly from the skills and knowledge made possible by ACCTion. Focusing during the first year on planning and communications, the institution developed programs for counseling, improved health services and staff organization, and increased awareness of the role student services play in campus life. Semester courses in couples' communication and human potential were specific first-year results, and the comprehensive student health-services plan developed at that time is now in operation.

Second-year activities concentrated more heavily on implementation of the programs and application of new skills acquired by the college's staff. Team planning was practiced, and for the first time the president became involved in ACCTion efforts. Activities included the revision of entrance requirements for international students and rewriting of the student government constitution to increase student involvement. Following an action workshop, V.A. management procedures were revised, and a committee was formed to deal with student retention. Today follow-up forms are sent to students who have withdrawn, and a new orientation program aimed at improving student retention is operational.

During the third year, new emphases were identified after consultation with ACCTion personnel. A program for handicapped students has been proposed, and a full-time coordinator has been hired to administer its activities. Career and life planning courses were also offered for the first time after college staff attended an ACCTion

LOWER COLUMBIA COLLEGE
Longview, Washington

Life Planning Workshop.

Generally, ACCTion at Lower Columbia College has directly affected students through more efficient use of staff time, better use of staff strengths, increased support and cooperation among student services units, and an expansion of services. Interaction with other colleges is another result; Lower Columbia is beginning to form links with other ACCTion colleges in an ongoing support and resource system.

MARIA REGINA COLLEGE
Syracuse, New York

Institutional Profile:	Private, Catholic; founded 1961; urban; single campus; total enrollment, 438; total faculy, 26
Center Affiliation:	Student Development Services ACCTion Center; third year of affiliation

One of the major implications of ACCTion involvement for Maria Regina College has been the stimulation of interest on the part of the entire faculty in program areas that previously interested only a few. Aside from the development of specific new programs, a new sense of confidence and competence is felt by the college staff. Prior to ACCTion involvement, very little planning took place at Maria Regina College. Today regularly scheduled staff meetings provide a team management approach for information exchange and goal setting.

Activities implemented as a result of ACCTion workshops and consultations concentrate on counseling and career guidance services. Expertise gained through site visits and ACCTion traveling seminars has enabled Maria Regina staff to train counseling interns to offer workshops in career guidance and to assist with job placement. Special emphasis on recruiting nontraditional students has brought about the enrollment of 50 part-time mature women, who are offered adjustment workshops as well. A career counseling center established after an ACCTion workshop and consultation is now used by 60% of the college's students.

The commitment to improved student life resulted in the programming of special activities related to the residence halls and the training and appointment of resident assistants to counsel students about all aspects of dormitory and college life.

In addition, skill development courses in communications, mathematics, and reading and study skills; diagnostic testing; and a new learning laboratory and improvement in the visual education aids center are new programs initiated with expertise gained through the ACCTion program.

MOUNT OLIVE COLLEGE
Mount Olive, North Carolina

Institutional Profile: Private, Baptist; founded 1951; rural; liberal arts; single campus; total faculty, 30

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

Through association with the ACCTion Consortium, Mount Olive College Staff is now sensitized to the role of student services within the college environment. Staff skills have been developed to design and implement residence hall programs, and counseling/career planning needs have been identified as a major way to strengthen student retention. In conjunction with this need, the counseling staff has developed specific skills. The college now feels that faculty support and cooperation in assisting in the implementation of student services projects has been strengthened and that there is excellent integration of work efforts between the academic and student services deans. Programming of intramural and related student activities has been improved during Mount Olive's three years of involvement with ACCTion, and today 25% of the college operating budget goes toward student services.

Mount Olive's first-year efforts focused on orientation to the program and on developing the knowledge and skills to manage the changes that were anticipated. Analysis of student development needs and the establishment of goals and objectives for the student services program were among the first year's primary achievements. New approaches to counseling enabled faculty and student services staff to work cooperatively and increased faculty involvement in counseling students with academic problems.

During the second year, a major change effected after participation in ACCTion workshops was the incorporation of team planning and decision making. By the second year this approach had been adopted by 80% of the academic and student services departmental units.

MOUNT OLIVE COLLEGE
Mount Olive, North Carolina

A major third-year objective for Mount Olive focused on improving dormitory and extracurricular life. Job descriptions were developed for resident assistants (RA'a) and selection procedures and in-service programs were implemented. The dorm council members increased understanding of their roles and responsibilities through ACCTion consultations, and a new tennis coach received training.

In general, following participation in ACCTion, the staff at Mount Olive has learned to use planning and problem-solving tools to determine short- and long-range objectives in all student services units; and plans are under way for the continuation and further development of ACCTion-related activities using this approach.

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE
Winsted, Connecticut

Institutional Profile: Public; founded 1965; rural; single campus; total enrollment, 1901; total faculty, 64

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

Dr. Regina Duffy, president of Northwestern Connecticut Community College, explained the significance of ACCTion affiliation in terms of her own attitudes towards the program: "I have strengthened an area I would never have strengthened otherwise. I gained a new perspective on why student services was important." Communication among student services staff and instructional staff has increased through the sharing sessions that have followed staff involvement in ACCTion programs. A commitment made to team management during the college's second year of affiliation with ACCTion has carried over into third-year activities and provides the basis for program development.

During its second year of ACCTion involvement Northwestern Connecticut placed significant emphasis on adult education. A special evening counselor/recruiter was appointed, and with a grant from the Connecticut Board of Education, an adult education consortium was developed to offer high school equivalency/GED training and courses in English as a second language and adulat basic education. Over the last four semesters 80 students have enrolled each semester in these classes. In addition, a newsletter directed at adult learners is now published.

Career development programs include the completion of a career center (which now serves approximately 25% of the student body during the year) and the development of two career-oriented mini-courses, which have attracted about 40 students to date.

Proposal-writing skills that Northwestern Connecticut staff have developed through ACCTion workshops have been used to apply for Title III funding for a developmental

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE
Winsted, Connecticut

studies program and a $60,000 CETA tutoring grant. As a result, eight trained tutors assist 125 CETA students per year.

In sum, the student services program at Northwestern Connecticut Community College has shown significant increases in its capabilities and offerings during participation in the ACCTion Consortium. The student services budget has increased $20,000, and staff have demonstrated significantly increased management and professional skills.

OLNEY CENTRAL COLLEGE
Olney, Illinois

Institutional Profile:	Public; founded 1963; rural; single unit, multi-college district; total enrollment, 1976; total faculty, 92
Center Affiliation:	Student Development Services ACCTion Center; third year of affiliation

A major impact of affiliation with the ACCTion Consortium for Olney Central College has been the significant strengthening of the college's commitment to team decision making. A first step in planning for student services came as a result of contact with an ACCTion consultant: monthly meetings of key administrators were inaugurated to explore new directions in programming. At the same time, the college's learning skills center was developed, and the present microfilming system began. Initial plans were also made for student leadership programs, and generally the staff concept of student development was broadened.

Communication was also a second-year emphasis; regular campuswide meetings were begun to discuss common problems and concerns, and an increase in contact between student services departments at all three district colleges has been noted. Both resulted directly from participation in ACCTion workshops.

The learning skills center, which was planned during the first year, became operational upon the hiring of a director and assistant director during the second year. With the acquisition of audiovisual materials in six skill areas, the center was able to provide assistance to students both for credit courses and with individual tutoring. Another significant achievement during this phase was development of plans for a child care center, which is now operational, serving 40 to 50 students annually.

Olney's third-year activities have focused on enrollment increases, retention, and career guidance. Today Olney counselors visit prospective students, and high school

OLNEY CENTRAL COLLEGE
Olney, Illinois

pupils are brought to campus for guidance and placement. A campuswide retention committee has been appointed, and a decision has been made to determine all students' educational goals beginning in the fall.

Career information and materials are now being collected, and career modules have been introduced into the orientation program. Plans exist for extending this effort into the next year.

Generally, as a result of ACCTion involvement, the faculty are much more aware of the importance of the learning skills center, and new developmental courses are being added to its resources. Most courses have been changed to allow greater individually-paced progress by students, and many have been divided into modules to address individual student needs.

ST. JOHN'S COLLEGE
Winfield, Kansas

Institutional Profile:	Private, Lutheran; founded 1893; rural; liberal arts and church vocations; single campus; total enrollment, 283; total faculty, 30
Center Affiliation:	Student Development Services ACCTion Center; third year of affiliation

During involvement with the ACCTion Consortium, St. John's College dealt with the area of residence hall programming. Through skills learned in ACCTion workshops, the women's house council was assisted in more effective governance. The dormitory counselor's skills in counseling and program planning improved, and this knowledge was used to design a two-part resident assistant training program. In conjunction with this training program, initial planning was completed for a workshop to motivate a broader cross-section of student leaders.

Using a problem-solving model learned at a regional ACCTion workshop, the St. John's president mandated two faculty committees to meet regularly to seek solutions to problems in recruitment and retention. Their report recommended the improvement of dormitory facilities, closer personal involvement between students and faculty, involving students in recruitment trips to churches, and faculty letter writing to potential recruits in their academic fields. An action plan for retention, developed during the third year and presented to the president, related to adult education, academic advising, career counseling, and an early alert system for identifying potential dropouts.

A third area of development for St. John's was the implementation of a peer tutoring program. Following an exemplary site visit during the third year of association with ACCTion, St. John's designed and implemented this program.

THOMAS NELSON COMMUNITY COLLEGE
Hampton, Virginia

Institutional Profile: Public; founded 1978; suburban; single campus; total enrollment, 4622; total faculty, 224

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

The major impact of Thomas Nelson's affiliation with the ACCTion Consortium has been the commitment of the institution to the concept of team management. The president's support is evident in his budgeting for a three-day management workshop for college administrators to strengthen their roles in planning and decision making. To support the team management objective, emphasis is placed on the development of staff skills at several levels. Following staff development workshops sponsored by ACCTion, the college has implemented a cross-training program to equip student services staff members to work in several functional areas. This has led to increased cooperation and interaction among the entire student services staff and greater motivation toward quality performance.

Following an ACCTion Committee planning retreat, plans were completed for producing a faculty advising handbook. Using this, counselors have trained 75 full-time faculty members to assist in advising students. Their attitudes have been supportive, and their volunteer involvement in academic advising has increased.

A third area of improvement has been the implementation of an on-line computerized registration system, which has produced greater accuracy in registration and reduced the drop-add rate. Other activities arising from training and consultation through the ACCTion Consortium include the following: improved proposal writing skills, identification of the need for career development program expansion supported by CETA funds, plans for reorganizing administrative roles and functional units, and improving ways to obtain student feedback on new and existing programs.

WEST LOS ANGELES COLLEGE
Culver City, California

Institutional Profile:	Public; founded 1969; suburban; single unit, part of multi-campus system; total enrollment, 8000; total faculty, between 302 and 500
Center Affiliation:	Student Development Services ACCTion Center; third year of affiliation

ACCTion's greatest effect at West Los Angeles has been the strengthening of planning skills and processes for the student services staff as a total unit. With improved skills and a new commitment to planning, gained through association with ACCTion, the college was able to increase the scope of its student services. The development and implementation of a career counseling center for student use also interested faculty members in the career planning program. Many requested that "Focus on Career" programs be offered in their subject areas and invited ACCTion Center staff to speak to their classes.

To familiarize faculty and staff with cognitive style theory and concepts, and ACCTion staff member visited West Los Angeles College during its second year of participation. Following this consultation, 15% of the faculty participated with all student services staff to acquire skills in cognitive style mapping. The fact that faculty and student services joined together for in-service training is an important outcome at West Los Angeles.

During its third year of involvement, the institution's old orientation program was replaced by a program which included the use of peer counselors to orient new students as part of the registration process. In conjunction with this the staff planned a "survival orientation" for incoming students several weeks after registration ended.

WEST LOS ANGELES COLLEGE
Culver City, California

With skills developed at an ACCTion workshop on "SDAC Attrition/Retention," West Los Angeles staff designed a program of follow-up studies in several areas. A questionnaire was developed to determine student reactions to the career center, and retention concerns were identified. The major third-year achievement was to computerize the questionnaire and to establish a research design for following up on returning and non-returning students to improve the college's retention capabilities.

WESTBROOK COLLEGE
Portland, Maine

Institutional Profile: Private; founded 1931; suburban; single campus; total enrollment, 512; total faculty, 59

Center Affiliation: Student Development Services ACCTion Center; third year of affiliation

When Westbrook became involved with the Student Development Services ACCTion Center, it was recognized that, as primarily a women's college, the school would require a different focus from coeducational institutions. Consequently, a review of Westbrook's special needs revealed that a women's center would receive high priority and that trained campus leaders were needed to provide assertiveness training, which had to be geared to faculty as well as students.

During its first year of participation, more Westbrook administrators became aware of ACCTion's program, and immediate attention was given to promoting cooperation between the instructional and student services areas. Plans began for the women's center, which by the third year of ACCTion involvement was operational along with a day care center.

To upgrade the quality of dormitory life, changes were made in residence hall regulations, and the skills required for resident assistants were identified. An interdormitory council was established, and the allocation of resident assistants and student leadership responsibilities were reorganized. To learn about mutual concerns of educators and employers in training business students, Westbrook personnel attended an ACCTion workshop on business resources. As a result, academic support for work experiences was confirmed, and the college began soliciting and receiving voluntary financial support from the business community.

Additional student leadership activities stimulated by consultations and ACCTion workshops led to a reorganization of the student government and increased student involvement in each governing body. Human potential training was also provided for new student leaders during the

WESTBROOK COLLEGE
Portland, Maine

orientation process, and monthly discussions were held to develop personal survival skills.

WILLIAMSPORT AREA COMMUNITY COLLEGE
Williamsport, Pennsylvania

Institutional Profile:	Public; founded 1965; rural; single unit, part of state system; total enrollment, 3002; total faculty, 170
Center Affiliation:	Student Development Services ACCTion Center; third year of affiliation

Since its association with ACCTion and participation in consultations and workshops sponsored by the ACCTion Consortium, Williamsport Area Community College has made a firm commitment to career education. During its first year of involvement, planning efforts focused on establishing and expanding career guidance and on stimulating faculty involvement with the career program. Through insights gained at ACCTion workshops, Williamsport became aware of possible implementation options, and the career development center opened the following year, staffed by one student worker. To integrate career and instructional programs, faculty members developed courses to be taught at the career center, such as resume writing and objectives in local government agencies. By the third year, the program was fully operational, with two full-time staff supported by the college and three-and-a-half additional positions funded through a grant. During its third year of operation the center served some 3000 people.

A second objective developed during first-year planning was to implement a comprehensive developmental studies program that would improve the college's student retention rates. After visits to exemplary sites and consultation with ACCTion personnel, a plan took shape, and a pilot program was put into operation. At the same time, a proposal was submitted for a writing laboratory grant.

Second-year efforts included plans for expansion of curriculum offerings and faculty participation in evaluating the pilot program. During the 1977-78 year, 500 students enrolled in developmental studies programs.

WILLIAMSPORT AREA COMMUNITY COLLEGE
Williamsport, Pennsylvania

During its three years of association with ACCTion, the college has sharpened planning and evaluation skills; this has led to more efficient use of fiscal and human resources. Programs and services to students, such as assertiveness and leadership training, have been expanded, and staff has been trained to provide on-campus workshops in the area of human potential. In addition, Williamsport has made a firm commitment to recruiting nontraditional students, implemented outreach programs, and received a $42,000 Title I grant to expand its adult brokering service.

APPENDIX 7

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TABLE A-1.1

Descriptive Statistics for ACCTion Coordinators' Responses to General and Managerial Needs Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

I. General and Managerial Needs

Evaluation Scale:
1 = critical and pressing need
2 = important need
3 = moderate need
4 = no perceived need
5 = not applicable

Item	Numbers of Responses 1	2	3	4	5	Total N Responding	Mean	SD	Median
1. Identifying and assessing general Community Service needs	4	6	7	4	---	21	2.524	1.030	2.571
2. Establishing goals and objectives for Community Service programs	2	8	5	6	---	21	2.714	1.007	2.600
3. Structuring and organizing a Community Service program	---	9	4	8	---	21	2.952	0.921	2.875
4. Securing trained Community Service personnel	1	4	6	9	1	21	3.238	0.995	3.417
5. Developing internal operational procedures	1	5	10	4	1	21	2.952	0.921	2.950
6. Budgeting, securing finances for Community Service programs	6	8	5	2	---	21	2.143	0.964	2.063
7. Enhancing relationships with the chief executive officer and other major administrators	---	3	8	10	---	21	3.333	0.730	3.438
8. Promoting acceptance and understanding of community service concepts throughout the institution	---	9	9	3	---	21	2.714	0.717	2.667
9. Evaluating Community Service programs	1	4	11	5	--	21	2.952	0.805	3.000

TABLE A-1.2.1

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Area Needs Survey Questions for Colleges Affiliated with the Community Services ACCTion Center (Status of Existing Programs)

II. Rating the Development of Present Programs

Evaluation Scale:
1 = doesn't exist
2 = weak area
3 = moderately developed
4 = well developed

Item	Numbers of Responses 1	2	3	4	Total N Responding	Mean	SD	Median
Primary Services								
1. Development of senior citizens programs	2	8	9	2	21	2.524	0.814	2.556
2. Recreation/physical education	4	5	7	4	20	2.550	1.050	2.643
3. Recreation/physical education programs for senior citizens	9	7	5	---	21	1.810	0.814	1.714
4. Arts and crafts program	2	3	9	7	21	3.000	0.949	3.111
5. Vocational/supplemental								
a. Trade & industry	4	6	8	2	20	2.400	0.940	2.500
b. Office & business skills	2	3	9	6	20	2.950	0.945	3.056
c. Home economics	8	5	6	---	19	1.895	0.875	1.800
d. Agriculture	7	8	3	2	20	2.000	0.973	1.875
e. Safety (transportation)	6	6	6	1	19	2.105	0.937	2.083
f. Distributive education	10	3	5	1	19	1.842	1.015	1.450
g. Health	2	3	13	3	21	2.810	0.814	2.923
h. Small business	4	7	8	2	21	2.381	0.921	2.429
6. Women's studies programs	5	7	7	2	21	2.286	0.956	2.286
7. Developing new programs	1	7	11	2	21	2.667	0.730	2.727
8. Management development programs	3	5	11	2	21	2.571	0.870	2.727
9. Humanities/liberal arts	5	4	7	4	20	2.500	1.100	2.643
10. Pre-career education/secondary level	6	4	4	3	17	2.235	1.147	2.125
11. High school completion	6	1	5	7	19	2.684	1.293	3.000
12. Adult basic education	7	1	6	5	19	2.474	1.264	2.750
13. Correspondence programs	15	1	2	1	19	1.421	0.902	1.133
14. Development of Satellite Centers (Non-credit, high school completion, vocational and college transfer)	3	5	6	7	21	2.810	1.078	2.917
15. Correctional programs	9	3	5	2	19	2.000	1.106	1.667
16. University extension programs (graduate and undergraduate credit programs)	6	1	6	3	16	2.375	1.204	2.667
17. Consulting services	5	7	7	1	20	2.200	0.894	2.214
Support Services								
18. Promotion and publicity	1	2	16	2	21	2.905	0.625	2.969
19. Funding (local, state, federal)	2	4	12	3	21	2.762	0.831	2.875
20. Securing legislative information	---	7	8	6	21	2.952	0.805	2.938
21. In-service programming	---	9	11	1	21	2.619	0.590	2.636
22. Staffing community service programs	1	3	14	3	21	2.905	0.700	2.964
23. Using the Community Education Unit (CEU)	6	2	7	5	20	2.550	1.191	2.786
24. Locating community resources	---	4	12	5	21	3.048	0.669	3.042
25. Using public facilities	1	5	7	7	20	3.000	0.918	3.071
26. Coordinating programs and community groups	2	4	8	7	21	2.952	0.973	3.063
27. Auxiliary services (day care, transportation, tuition assistance)	6	9	2	2	19	2.000	0.943	1.889
28. Developing registration & record keeping procedures	---	2	6	13	21	3.524	0.680	3.692
29. Recruiting students	1	4	12	4	21	2.905	0.768	2.958
30. Counseling (Human Potential Labs)	1	6	13	1	21	2.667	0.658	2.769
31. Developing Speakers Bureau	5	7	6	3	21	2.333	1.017	2.286
32. Use of libraries	1	5	10	4	20	2.850	0.813	2.900

TABLE A-1.2.2

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Area Needs Survey Questions for Colleges Affiliated with the Community Services ACCTion Center (Estimated Need for Further Development)

II. Evaluation of the Need for Additional Development

Evaluation Scale:
1 = critical and pressing need
2 = important need
3 = moderate need
4 = no need now

Item	Numbers of Responses 1	2	3	4	Total N Responding	Mean	SD	Median
Primary Services								
1. Development of senior citizens programs	1	8	11	1	21	2.571	0.676	2.636
2. Recreation/physical education	4	11	4	1	20	2.100	0.176	2.045
3. Recreation/physical education programs for senior citizens	7	7	7	---	21	2.000	0.837	2.000
4. Arts and crafts program	5	13	2	---	20	1.850	0.587	1.885
5. Vocational/supplemental								
a. Trade & industry	3	4	8	5	20	2.750	1.020	2.875
b. Office & business skills	3	9	6	2	20	2.350	0.875	2.278
c. Home economics	6	11	1	---	18	1.722	0.575	1.773
d. Agriculture	7	8	3	2	20	2.000	0.973	1.875
e. Safety (transportation)	4	10	4	1	19	2.105	0.809	2.050
f. Distributive education	9	7	3	---	19	1.684	0.749	1.571
g. Health	3	8	9	1	21	2.381	0.805	2.438
h. Small business	---	10	7	2	19	2.579	0.692	2.450
6. Women's studies programs	1	2	10	7	10	3.150	0.813	3.200
7. Developing new programs	---	3	12	6	21	3.143	0.655	3.125
8. Management development programs	4	8	8	1	21	2.286	0.845	2.313
9. Humanities/liberal arts	6	8	5	1	20	2.050	0.887	2.000
10. Pre-career education/secondary level	6	7	5	---	18	1.944	0.802	1.929
11. High School completion	8	7	2	2	19	1.895	0.994	1.714
12. Adult basic education	8	6	1	3	18	1.944	1.110	1.667
13. Correspondence programs	15	4	1	---	20	1.300	0.571	1.167
14. Development of Satellite Centers (Non-credit, high school completion, vocational and college transfer)	5	6	8	2	21	2.333	0.966	2.417
15. Correctional programs	8	6	4	1	19	1.895	0.937	1.750
16. University extension programs (graduate and undergraduate credit programs)	8	3	3	2	16	1.938	1.124	1.500
17. Consulting services	1	14	3	2	20	2.300	0.733	2.143
Support Services								
18. Promotion and publicity	1	3	11	6	21	3.048	0.805	3.091
19. Funding (local, state, federal)	2	2	7	10	21	3.190	0.981	3.429
20. Securing legislative information	1	9	8	3	21	2.619	0.805	2.563
21. In-service programming	1	6	14	---	21	2.619	0.590	2.750
22. Staffing community service programs	3	6	9	3	21	2.571	0.926	2.667
23. Using the Community Education Unit (CEU)	6	9	4	1	20	2.000	0.858	1.944
24. Locating community resources	3	7	8	3	21	2.524	0.928	2.563
25. Using public facilities	7	8	5	---	20	1.900	0.788	1.875
26. Coordinating programs and community groups	3	8	6	4	21	2.524	0.981	2.438
27. Auxiliary services (day care, transportation, tuition assistance)	3	7	8	1	19	2.368	0.831	2.429
28. Developing registration & record keeping procedures	9	5	2	5	21	2.143	1.236	1.800
29. Recruiting students	2	5	6	8	21	2.952	1.024	3.083
30. Counseling (Human Potential Labs)	2	8	9	2	21	2.524	0.814	2.556
31. Developing Speakers Bureau	4	11	4	2	21	2.190	0.873	2.091
32. Use of libraries	5	11	4	1	21	2.048	0.805	2.000

TABLE A-1.3

Descriptive Statistics for ACCTion Coordinators' Responses to Achievement of Overall ACCTion Goals/Objectives
1977-78 Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

A. Goal Achievement

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

	Numbers of Responses							Total			
Item	1	2	3	4	5	6	7	N Responding	Mean	SD	Median
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	3	1	7	8	2	21	5.238	1.179	5.429
Developing programs and services	---	---	1	---	9	8	3	21	5.571	0.926	5.563
Delivering programs and services	---	---	1	3	4	12	1	21	5.429	0.978	5.708
Evaluating programs and services	---	---	1	2	10	6	1	20	5.200	0.894	5.200
2. To instill a sense of interdependence among two-year college personnel.	---	1	---	4	3	8	3	19	5.368	1.300	5.688
3. To encourage two-year colleges to assist one another in											
Maintaining	---	---	3	3	5	6	4	21	5.238	1.338	5.400
Expanding	---	---	---	1	7	9	4	21	5.762	0.831	5.778
Developing	---	---	1	---	4	10	6	21	5.952	0.973	6.050
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	---	2	4	7	7	---	20	4.950	0.999	5.071
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	---	1	1	4	5	6	4	21	5.238	1.375	5.400
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	1	2	11	7	21	6.143	0.793	6.182
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	---	---	2	6	13	21	6.524	0.680	6.692
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	1	---	4	13	3	21			

TABLE A-1.4

Descriptive Statistics for ACCTion Coordinators' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	---	---	2	12	7	21	6.238	0.625	6.208
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	---	---	1	10	10	21	6.429	0.598	6.450
(b) amount of services	---	---	1	---	3	9	8	21	6.095	0.995	6.222
(c) type of services	---	---	---	1	3	10	7	21	6.095	0.831	6.150
(d) timeliness of services (response time)	---	---	---	1	---	8	12	21	6.476	0.750	6.625
(e) effectiveness of services	---	---	---	---	5	9	7	21	6.095	0.768	6.111
(f) relevance of services	---	---	---	---	---	12	9	21	6.429	0.507	6.375

TABLE A-1.5

Descriptive Statistics for ACCTion Coordinators' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = a very low rating
2 = a very high rating

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall community services program.	2	5	---	6	4	1	2	20	3.800	1.824	4.000
b. Ability to change the overall community services program.	---	---	3	9	2	6	---	20	4.550	1.099	4.278
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	2	---	1	1	5	11	21	5.762	1.895	6.545
d. Chief campus administrator's personal involvement in ACCTion activities.	3	---	---	3	4	4	7	21	5.143	2.032	5.625
e. Acceptance of and cooperation with ACCTion by other campus administrators.	1	---	---	4	4	6	6	21	5.476	1.504	5.750
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	---	2	5	5	5	2	20	4.800	1.473	4.900
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	---	2	2	5	8	3	21	5.190	1.504	5.563
h. Competence of institutional staff in the ACCTion program area.	---	---	---	1	5	10	5	21	5.905	0.831	5.950
i. Institutional staff turnover in the ACCTion program area.	15	---	---	3	1	---	1	20	1.950	1.791	1.167
j. Morale of institutional staff in the ACCTion program area.	---	---	1	4	2	8	6	21	5.667	1.238	5.938
k. The ranking of the ACCTion program area in relation to other institutional priorities.	1	1	2	2	7	7	1	21	4.810	1.504	5.143
l. Allocation of college financial resources to the ACCTion program area.	1	---	2	1	12	5	---	21	4.810	1.209	5.042
m. The college's allocation of professional time to the ACCTion program area.	---	2	1	2	3	10	3	21	5.286	1.488	5.750

TABLE A-1.6

Descriptive Statistics for ACCTion Coordinators' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Community Services ACCTion Center

C.2 Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact: 7 indicated a very facilitating effect on ACCTion goal achievement.)

	Numbers of Responses							Total			
Item	1	2	3	4	5	6	7	N Responding	Mean	SD	Median
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	3	---	---	---	3	4	11	21	5.667	2.082	6.545
b. Chief campus administrator's personal involvement in ACCTion activities.	3	---	---	3	2	6	7	21	5.238	2.047	5.917
c. Acceptance of and cooperation with ACCTion by other campus administrators.	1	---	---	4	2	8	6	21	5.571	1.502	5.938
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	---	1	4	9	3	2	20	4.850	1.348	4.944
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	1	4	---	5	7	3	21	4.905	1.729	5.400
f. Competence of institutional staff in the ACCTion program area.	---	---	---	2	4	10	5	21	5.857	0.910	5.950
g. Institutional staff turnover in the ACCTion program area.	2	---	---	9	1	3	4	19	4.684	1.797	4.333
h. Morale of institutional staff in the ACCTion program area.	---	---	3	2	2	8	6	21	5.571	1.399	5.938
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	3	1	---	9	6	2	21	4.952	1.499	5.222
j. Allocation of college financial resources to the ACCTion program area.	1	1	1	3	8	6	1	21	4.810	1.436	5.063
k. The college's allocation of professional time in the ACCTion program area.	---	3	1	---	6	8	3	21	5.143	1.590	5.563

TABLE A-1.7

Descriptive Statistics for ACCTion Coordinators' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center staff with which the institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	---	---	---	---	3	7	11	21	6.381	0.740	6.545	High professional competence
2. Poor resource allocation	---	---	---	1	4	9	7	21	6.048	0.865	6.111	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	---	1	5	7	8	21	6.048	0.921	6.143	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	---	1	3	7	10	21	6.238	0.889	6.429	High continuity of relationships with ACCTion staff members
5. Planning:												
(a) No assistance in defining needs	---	---	---	---	4	12	5	21	6.048	0.669	6.042	Assists in defining needs
(b) No assistance in developing institutional plan	---	---	---	1	4	11	5	21	5.952	0.805	6.000	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	---	2	3	9	7	21	6.000	0.949	6.111	Well-planned/managed
(2) Not individualized	---	---	---	---	6	9	6	21	6.000	0.775	6.000	Individualized
(3) Ineffective	---	---	---	---	1	10	10	21	6.429	0.598	6.450	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	---	1	2	5	13	21	6.429	0.870	6.692	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	1	---	---	3	3	14	21	6.333	1.238	6.750	Appropriate
(b) Not timely	---	---	1	---	2	4	14	21	6.429	1.028	6.750	Timely
(c) Complex	---	---	---	2	3	4	11	20	6.200	1.056	6.591	Uncomplicated
(d) Useless	---	---	---	2	---	7	6	21	6.381	0.921	6.625	Useful
(e) Irrelevant	---	---	1	---	2	5	13	21	6.381	1.024	6.692	Relevant
(f) Confusing	---	---	---	---	3	6	12	21	6.429	0.746	6.625	Clear
(g) Insufficient	---	---	1	4	10	3	3	21	5.143	1.062	5.050	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	---	---	---	1	4	10	6	21	6.000	0.837	6.050	Staff skills upgraded
(b) No change in program development	---	---	---	1	1	12	7	21	6.190	0.750	6.208	Programs strengthened

TABLE A-1.8

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Achievement of Overall Goals/Objectives
1977-78 Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

A. Achievement of Overall ACCTion Goals/Objectives 1977-78

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	2	2	6	4	2	16	5.125	1.204	5.167
Developing programs and services	---	1	1	2	4	8	---	16	5.063	1.237	5.500
Delivering programs and services	---	2	2	---	5	5	2	16	4.938	1.611	5.300
Evaluating programs and services	---	1	2	2	5	3	1	14	4.714	1.383	4.900
2. To instill a sense of interdependence among two-year college personnel.	---	1	---	2	5	2	4	14	5.357	1.447	5.300
3. To encourage two-year colleges to assist one another in											
Maintaining	---	---	1	1	6	5	3	16	5.500	1.095	5.500
Expanding	---	---	1	---	9	3	4	17	5.529	1.068	5.333
Developing	---	---	1	1	7	5	3	17	5.471	1.068	5.429
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	---	4	1	7	4	---	16	4.688	1.138	4.929
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	---	2	1	2	2	6	2	15	5.000	1.648	5.583
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	1	4	8	4	17	5.882	0.857	5.938
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	---	1	1	4	11	17	6.471	0.874	6.727
8. To develop an institutional plan for each college including details of technical assistance needs.	---	1	---	1	3	7	4	17	5.588	1.326	5.875

TABLE A-1.9

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	1	---	2	11	3	17	5.882	0.225	6.000
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	---	1	2	7	7	17	6.176	0.883	6.286
(b) amount of services	---	---	1	1	3	6	6	17	5.882	1.166	6.083
(c) type of services	---	---	---	1	4	6	6	17	6.000	0.935	6.083
(d) timeliness of services (response time)	---	---	---	---	1	8	8	17	6.412	0.618	6.438
(e) effectiveness of services	---	---	---	---	4	8	5	17	6.059	0.748	6.063
(f) relevance of services	---	---	---	1	4	4	8	17	6.118	0.993	6.375

TABLE A-1.10

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low rating
7 = very high rating

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall community services program.	---	2	3	4	2	4	2	17	4.529	1.625	4.375
b. Ability to change the overall community services program.	---	1	4	3	3	5	1	17	4.588	1.460	4.667
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	1	1	5	5	4	16	5.625	1.147	5.700
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	1	---	1	6	5	4	17	5.529	1.281	5.600
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	2	1	4	1	6	1	16	4.500	1.789	4.500
f. Competence of institutional staff in the ACCTion program area.	---	---	1	2	3	7	4	17	5.647	1.169	5.857
g. Institutional staff turnover in the ACCTion program area.	11	---	1	1	---	3	---	16	2.250	2.049	1.227
h. Morale of institutional staff in the ACCTion program area.	---	---	---	---	1	8	7	16	6.375	0.619	6.375
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	1	1	1	7	7	---	17	5.059	1.114	5.286
j. Allocation of college financial resources to the ACCTion program area.	---	2	2	3	5	4	1	17	4.588	1.460	4.800
k. The college's allocation of professional time to the ACCTion program area.	---	---	2	1	4	7	3	17	5.471	1.231	5.714

TABLE A-1.11

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Community Services ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	4	4	3	5	16	5.563	1.209	5.500
b. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	1	---	3	5	4	3	16	5.250	1.342	5.300
c. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	3	3	3	2	3	3	17	4.471	1.807	4.333
d. Competence of institutional staff in the ACCTion program area.	---	---	---	2	3	6	6	17	5.941	1.029	6.083
e. Institutional staff turnover in the ACCTion program area.	2	---	---	8	---	4	2	16	4.500	1.789	4.250
f. Morale of institutional staff in the ACCTion program area.	---	---	1	---	2	7	6	16	6.063	1.063	6.214
g. The ranking of the ACCTion program area in relation to other institutional priorities.	---	1	1	3	4	5	3	17	5.176	1.425	5.375
h. Allocation of college financial resources to the ACCTion program area.	---	2	1	3	5	6	---	17	4.706	1.359	5.000
i. The college's allocation of professional time in the ACCTion program area.	---	1	1	3	1	5	6	17	5.529	1.586	6.000

TABLE A-1.12

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Community Services ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	---	---	---	1	---	6	9	16	6.438	0.814	6.611	High professional competence
2. Poor resource allocation	---	---	---	1	1	6	8	16	6.313	0.873	6.500	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	---	---	2	6	8	16	6.375	0.719	6.500	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	---	---	1	6	9	16	6.500	0.632	6.611	High continuity of relationships with ACCTion staff members
5. Planning:												
(a) No assistance in defining needs	---	---	---	1	2	9	5	17	6.059	0.827	6.111	Assists in defining needs
(b) No assistance in developing institutional plan	---	---	---	1	5	6	5	17	5.882	0.928	5.917	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	---	1	3	7	6	17	6.059	0.899	6.143	Well-planned/managed
(2) Not individualized	---	---	---	1	3	7	6	17	6.059	0.899	6.143	Individualized
(3) Ineffective	---	---	---	1	2	8	6	17	6.118	0.857	6.188	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	---	1	1	6	9	17	6.353	0.862	6.556	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	1	1	3	12	17	6.529	0.874	6.792	Appropriate
(b) Not timely	---	---	---	1	2	3	12	17	6.412	0.939	6.727	Timely
(c) Complex	---	---	1	---	3	3	10	17	6.235	1.147	6.650	Uncomplicated
(d) Useless	---	---	1	---	1	5	10	17	6.353	1.057	6.650	Useful
(e) Irrelevant	---	---	1	---	2	6	8	17	6.176	1.074	6.417	Relevant
(f) Confusing	---	---	---	1	1	6	9	17	6.353	0.862	6.556	Clear
(g) Insufficient	---	---	---	4	5	6	2	17	5.353	0.996	5.400	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	---	---	---	---	6	7	4	17	5.882	0.781	5.857	Staff skills upgraded
(b) No change in program development	---	---	---	---	6	6	5	17	5.941	0.827	5.917	Programs strengthened

TABLE A-2.1

Descriptive Statistics for ACCTion Coordinators' Responses to General and Managerial Need Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

I. GENERAL AND MANAGERIAL NEEDS

Evaluation Scale: 1 = critical and pressing need
2 = important need
3 = moderate need
4 = no perceived need now
5 = not applicable

Item	Numbers of Responses					Total N Responding	Mean	SD	Median
	1	2	3	4	5				
1. Establishing goals and objectives for a faculty and staff development program	2	10	10	5	---	27	2.667	0.877	2.650
2. Structuring and organizing a faculty and staff development program	1	13	6	7	---	27	2.704	0.912	2.462
3. General management of a faculty and staff development program	1	7	12	7	---	27	2.926	0.829	2.958
4. Developing internal operational procedures for a faculty and staff development program	1	8	12	6	---	27	2.852	0.818	2.875
5. Securing adequately trained personnel	2	4	10	11	---	27	3.111	0.939	3.250
6. Budgeting, securing finances for a faculty and staff development program	6	10	6	4	1	27	2.407	1.118	2.250
7. Enhancing relationships with the chief executive officer and other major administrators	3	4	8	12	---	27	3.074	1.035	3.313
8. Promoting acceptance and understanding of faculty and staff development concepts throughout the institution	2	8	14	3	---	27	2.667	0.784	2.750
9. Evaluating the faculty and staff development program	2	15	6	3	1	27	2.481	0.935	2.267

TABLE A-2.2.1

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Area Needs Survey Questions
for Colleges Affiliated with the Instructional ACCTion Center
(Status of Existing Programs)

II. Rating the Development of Present Programs

Evaluation Scale: 1 = doesn't exist
2 = weak area
3 = moderately developed
4 = well developed

Item	Numbers of Responses				Total N Responding	Mean	SD	Median
	1	2	3	4				
1. Identification of student learning difficulties	---	8	18	1	27	2.741	0.526	2.806
2. Overcoming student reading difficulties	---	7	12	8	27	3.037	0.759	3.042
3. Use of audio-visual software	---	1	19	7	27	3.222	0.506	3.158
4. Use of audio-visual hardware	---	3	14	10	27	3.259	0.656	3.250
5. Identification of audio-visual software	---	7	13	4	24	2.875	0.680	2.885
6. Selection and/or writing of learning objectives	---	9	16	2	27	2.741	0.114	2.781
7. Articulation effort with secondary schools	---	10	10	7	27	2.889	0.801	2.850
8. Articulation effort with upper-division institutions	2	3	13	8	26	3.038	0.871	3.115
9. Development of curriculum advisory committees	---	2	10	15	27	3.481	0.643	3.600
10. Development of classroom testing and measurements	---	9	17	1	27	2.704	0.542	2.765
11. Development of criterion-referenced instructional evaluation	3	12	10	2	27	2.407	0.797	2.375
12. Identification and use of standardized achievement tests	2	3	17	5	27	2.926	0.781	3.000
13. Classroom management of individualized instructional materials	1	8	16	2	27	2.704	0.669	2.781
14. Classroom management of self-paced instruction student records	2	12	13	---	27	2.407	0.636	2.458
15. Instructor development of individualized instructional materials	1	12	13	1	27	2.519	0.643	2.538
16. Management of a Learning Resources Center	---	3	15	9	27	3.222	0.641	3.200
17. Definition of individualized instruction	1	4	14	7	26	3.038	0.774	3.071
18. Development of a faculty and staff development plan	1	12	11	5	27	2.741	0.813	2.727
19. Instructor evaluation	---	9	12	6	27	2.889	0.751	2.875
20. Task analysis for curriculum content	3	10	12	10	25	2.480	0.714	2.542
21. Identification of instructor competencies	1	13	10	3	27	2.556	0.751	2.462
22. Definition and implementation of student developmental studies	---	5	16	6	27	3.037	0.649	3.031
23. Awarding credit for life experiences	7	9	7	4	27	2.296	1.031	2.222
24. Awarding credit by examination	---	7	13	7	27	3.000	0.734	3.000
25. Using peer tutoring	3	9	11	3	26	2.538	0.859	2.591
26. Using para-professionals in the classroom	7	6	13	1	27	2.296	0.912	2.538
27. Using differentiated instructional staffing	6	9	7	2	24	2.208	0.932	2.167
28. Cooperative education techniques	3	8	12	4	27	2.630	0.884	2.708
29. Curriculum evaluation based on student job performance	5	11	10	1	27	2.259	0.813	2.273
30. Increasing educational accessibility - for "non-traditional students"	---	11	15	1	27	2.630	0.565	2.667
31. Increasing educational accessibility - for "traditional students"	---	3	16	8	27	3.185	0.622	3.156
32. Using community resources as instructional resources	---	10	16	1	27	2.667	0.555	2.719
33. Development of part-time instructors	1	14	7	5	27	2.593	0.844	2.393
34. Use of educational television	15	11	7	3	26	2.308	0.928	2.227
35. Development of techniques for instructing the culturally/economically/educationally disadvantaged student	3	8	15	1	27	2.519	0.753	2.667
36. Development of instruction related to industrial requirements	3	12	7	4	26	2.462	0.905	2.333
37. Development of alternative learning strategies	---	16	11	---	26	2.407	0.501	2.344
38. Student advisement by instructors	---	7	10	9	26	3.077	0.796	3.100

TABLE A-2.2.2

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Areas Needs Survey Questions for Colleges Affiliated with the Instructional ACCTion Center
(Estimated Need for Further Development)

II. Evaluation of the Need for Additional Development

Evaluation Scale:
1 = critical and pressing need
2 = important need
3 = moderate need
4 = no need now

Item	Numbers of Responses				Total N Responding	Mean	SD	Median
	1	2	3	4				
1. Identification of student learning difficulties	1	7	12	7	27	2.926	0.829	2.958
2. Overcoming student reading difficulties	3	9	6	9	27	2.778	1.050	2.750
3. Use of audio-visual software	5	14	7	1	27	2.148	0.770	2.107
4. Use of audio-visual hardware	5	17	4	1	27	2.037	0.706	2.000
5. Identification of audio-visual software	---	4	2	1	7	2.571	0.787	2.375
6. Selection and/or writing of learning objectives	---	9	12	6	27	2.889	0.751	2.875
7. Articulation effort with secondary schools	5	7	10	3	27	2.556	1.013	2.650
8. Articulation effort with upper-division institutions	7	7	10	2	26	2.269	0.962	2.357
9. Development of curriculum advisory committees	8	10	8	---	26	2.000	0.800	2.000
10. Development of classroom testing and measurements	1	12	12	2	27	2.556	0.698	2.542
11. Development of criterion-referenced instructional evaluation	5	8	12	2	27	2.407	0.888	2.542
12. Identification and use of standardized achievement tests	8	14	4	1	27	1.926	0.781	1.893
13. Classroom management of individualized instructional materials	4	10	10	3	27	2.444	0.892	2.450
14. Classroom management of self-paced instruction student records	3	10	10	4	27	2.556	0.892	2.550
15. Instructor development of individualized instructional materials	1	8	12	6	27	2.852	0.818	2.875
16. Management of a Learning Resources Center	7	9	9	2	27	2.222	0.934	2.222
17. Definition of individualized instruction	8	10	7	1	26	2.038	0.871	2.000
18. Development of a faculty and staff development plan	5	7	9	6	27	2.593	1.047	2.667
19. Instructor evaluation	6	8	9	4	27	2.407	1.010	2.438
20. Task analysis for curriculum content	3	8	12	2	25	2.520	0.823	2.625
21. Identification of instructor competencies	4	7	11	5	27	2.630	0.967	2.727
22. Definition and implementation of student developmental studies	3	12	8	4	27	2.481	0.893	2.375
23. Awarding credit for life experiences	7	6	12	1	27	2.333	0.961	2.542
24. Awarding credit by examination	6	11	9	1	27	2.185	0.834	2.182
25. Using peer tutoring	4	10	11	---	25	2.280	0.737	2.350
26. Using para-professionals in the classroom	6	9	11	---	26	2.192	0.801	2.278
27. Using differentiated instructional staffing	5	11	7	1	24	2.167	0.816	2.136
28. Cooperative education techniques	6	11	7	3	27	2.259	0.944	2.182
29. Curriculum evaluation based on student job performance	4	8	9	6	27	2.630	1.006	2.667
30. Increasing educational accessibility - for "non-traditional students"	1	4	16	6	27	3.000	0.734	3.031
31. Increasing educational accessibility - for "traditional students"	5	11	8	2	26	2.269	0.874	2.227
32. Using community resources as instructional resources	1	13	12	1	27	2.481	0.643	2.462
33. Development of part-time instructors	5	3	9	10	27	2.889	1.121	3.111
34. Use of educational television	6	5	11	3	25	2.440	1.003	2.636
35. Development of techniques for ingtructing the culturally/economically/educationally disadvantaged student	2	5	15	5	27	2.852	0.818	2.933
36. Development of instruction related to industrial requirements	4	7	12	4	27	2.593	0.931	2.708
37. Development of alternative learning strategies	1	5	18	3	27	2.852	0.662	2.917
38. Student advisement by instructors	7	9	10	1	27	2.185	0.879	2.222

TABLE A-2.3

Descriptive Statistics for ACCTion Coordinators' Responses to Achievement of Overall ACCTion Goals/Objectives 1977-78 Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

A. Goal Achievement

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	1	4	12	9	2	28	5.250	0.928	5.250
Developing programs and services	---	---	---	4	10	14	---	28	5.357	0.731	5.500
Delivering programs and services	---	---	---	7	11	10	---	28	5.107	0.786	5.136
Evaluating programs and services	---	---	---	7	13	8	---	28	5.036	0.744	5.038
2. To instill a sense of interdependence among two-year college personnel.	---	1	---	4	9	13	1	28	5.286	1.013	5.500
3. To encourage two-year colleges to assist one another in											
Maintaining	---	1	2	4	12	7	2	28	5.000	1.155	5.083
Expanding	---	---	1	4	11	11	1	28	5.250	0.887	5.318
Developing	---	---	---	3	7	16	2	28	5.607	0.786	5.750
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	1	2	4	10	8	2	27	5.037	1.192	5.150
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	---	---	2	4	9	9	3	27	5.259	1.095	5.333
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	---	4	11	13	28	6.321	0.723	6.409
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	1	---	3	10	14	28	6.286	0.937	6.500
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	1	---	7	10	10	28	6.000	0.981	6.100

TABLE A-2.4

Descriptive Statistics for ACCTion Coordinators' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	---	---	4	14	10	28	6.214	0.686	6.214
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	---	1	5	7	15	28	6.286	0.897	6.567
(b) amount of services	---	---	1	---	6	7	14	28	6.179	1.020	6.500
(c) type of services	---	---	---	---	5	8	15	28	6.357	0.780	6.567
(d) timeliness of services (response time)	---	---	---	---	2	10	16	28	6.500	0.638	6.625
(e) effectiveness of services	---	---	---	---	3	16	9	28	6.214	0.630	6.188
(f) relevance of services	---	---	---	---	1	15	12	28	6.393	0.567	6.367

TABLE A-2.5

Descriptive Statistics for ACCTion Coordinators' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low rating
7 = very high rating

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall instructional program.	3	6	5	6	6	2	---	28	3.429	1.501	3.500
b. Ability to change the overall instructional program.	3	1	2	5	6	11	---	28	4.536	1.666	5.000
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	---	---	1	---	1	9	17	28	6.464	0.881	6.676
d. Chief campus administrator's personal involvement in ACCTion activities.	1	1	---	1	6	9	9	27	5.704	1.489	6.000
e. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	2	5	11	10	28	6.030	0.922	6.136
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	1	2	7	12	6	28	5.714	1.013	5.833
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	---	5	9	8	5	27	5.481	1.014	5.444
h. Competence of institutional staff in the ACCTion program area.	---	---	---	1	10	10	7	27	5.821	0.863	5.800
i. Institutional staff turnover in the ACCTion program area.	12	9	---	2	3	2	---	27	2.321	1.679	1.722
j. Morale of institutional staff in the ACCTion program area.	1	---	---	3	4	9	1	28	5.857	1.380	6.167
k. The ranking of the ACCTion program area in relation to other institutional priorities.	---	---	1	6	8	9	4	28	5.321	1.090	5.375
l. Allocation of college financial resources to the ACCTion program area.	---	1	2	5	6	8	5	27	5.222	1.368	5.417
m. The college's allocation of professional time to the ACCTion program area.	---	---	1	2	8	10	7	28	5.714	1.049	5.800

TABLE A-3.6

Descriptive Statistics for ACCTion Coordinators' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Instructional ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's programs in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	---	---	1	1	3	5	17	27	6.333	1.074	6.706
b. Chief campus administrator's personal involvement in ACCTion activities.	---	---	---	2	8	9	8	27	5.852	0.949	5.889
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	2	3	14	9	28	6.071	0.858	6.143
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	1	2	8	13	4	28	5.607	0.956	5.731
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	1	2	3	7	8	6	27	5.370	1.363	5.563
f. Competence of institutional staff in the ACCTion program area.	---	---	1	1	12	9	5	28	5.571	0.959	5.500
g. Institutional staff turnover in the ACCTion program area.	2	5	---	6	2	6	7	28	4.679	2.056	5.000
h. Morale of institutional staff in the ACCTion program area.	---	1	1	1	5	13	7	28	5.750	1.206	5.962
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	---	---	4	11	10	3	28	5.429	0.879	5.409
j. Allocation of college financial resources to the ACCTion program area.	---	---	---	9	6	9	3	27	5.222	1.050	5.250
k. The college's allocation of professional time in the ACCTion program area.	---	---	---	2	10	9	7	28	5.750	0.928	5.722

TABLE A-2.7

Descriptive Statistics for ACCTion Coordinators' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center Center staff with which the institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	---	---	---	---	4	11	13	28	6.321	0.723	6.409	High professional competence
2. Poor resource allocation	---	---	---	---	5	15	8	28	6.107	0.685	6.100	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	---	---	3	14	11	28	6.286	0.659	6.286	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	---	2	2	7	17	28	6.393	0.916	6.676	High continuity of relationships with ACCTion staff members
5. Planning:												
(a) No assistance in defining needs	---	---	---	---	3	14	11	28	6.286	0.659	6.286	Assists in defining needs
(b) No assistance in developing institutional plan	---	---	---	1	3	16	8	28	6.107	0.737	6.125	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	---	1	3	12	12	28	6.250	0.799	6.333	Well-planned/managed
(2) Not individualized	---	---	---	1	4	11	12	28	6.214	0.833	6.318	Individualized
(3) Ineffective	---	---	---	---	5	10	13	28	6.286	0.763	6.400	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	---	2	4	7	15	28	6.250	0.967	6.567	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	2	3	10	13	28	6.214	0.917	6.400	Appropriate
(b) Not timely	---	---	---	1	3	10	14	28	6.321	0.819	6.500	Timely
(c) Complex	---	---	---	2	8	9	9	28	5.893	0.956	5.944	Uncomplicated
(d) Useless	---	---	1	1	2	9	15	28	6.286	1.013	6.567	Useful
(e) Irrelevant	---	---	---	2	4	9	13	28	6.179	0.945	6.389	Relevant
(f) Confusing	---	---	---	---	3	10	15	28	6.429	0.690	6.567	Clear
(g) Insufficient	---	---	---	14	9	4	1	28	4.714	0.854	4.500	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	---	---	---	---	8	15	5	28	5.893	0.685	5.900	Staff skills upgraded
(b) No change in program development	---	---	---	---	7	15	5	27	5.926	0.675	5.933	Programs strengthened

TABLE A-2.8

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Achievement of Overall Goals/Objectives 1977-78 Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

A. Achievement of Overall ACCTion Goals/Objectives 1977-78

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	---	3	9	13	1	26	5.462	0.761	5.577
Developing programs and services	---	---	---	2	9	13	2	26	5.577	0.758	5.654
Delivering programs and services	---	---	1	4	8	10	3	26	5.385	1.023	5.500
Evaluating programs and services	---	---	1	6	8	9	2	26	5.192	1.021	5.250
2. To instill a sense of interdependence among two-year college personnel.	---	---	---	1	12	12	1	26	5.500	0.648	5.500
3. To encourage two-year colleges to assist one another in											
Maintaining	---	2	---	1	15	7	7	26	5.077	1.093	5.167
Expanding	---	1	1	3	7	11	3	26	5.346	1.198	5.591
Developing	---	1	---	1	4	14	6	26	5.846	1.084	6.000
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	1	2	8	9	5	1	26	4.692	1.123	4.722
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	---	2	4	10	7	2	26	4.962	1.311	5.100
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	1	4	10	11	26	6.192	0.849	6.300
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	1	---	1	8	16	26	6.462	0.905	6.688
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	2	1	7	12	4	26	5.577	1.065	5.750

TABLE A-2.9

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
2 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	---	1	3	12	10	26	6.192	0.801	6.250
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	---	---	4	10	12	26	6.308	0.736	6.400
(b) amount of services	---	---	---	1	6	13	6	26	5.923	0.796	5.962
(c) type of services	---	---	---	1	4	14	7	26	6.038	0.774	6.071
(d) timeliness of services (response time)	---	---	---	1	4	10	10	25	6.160	0.850	6.250
(e) effectiveness of services	---	---	---	---	5	10	11	26	6.231	0.768	6.300
(f) relevance of services	---	---	---	---	4	8	13	25	6.360	0.757	6.538

TABLE A-2.10

Descriptive Statistics for Chief Campus Administratives Officers' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low rating
7 = very high rating

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall instructional program.	3	4	5	7	5	2	---	26	3.500	1.476	3.643
b. Ability to change the overall instructional program.	---	1	4	6	10	4	1	26	4.577	1.172	4.700
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	---	2	18	6	26	6.154	0.543	6.111
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	---	1	5	11	9	26	6.077	0.845	6.136
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	1	3	6	13	3	26	5.538	0.989	5.731
f. Competence of institutional staff in the ACCTion program area.	---	---	---	---	6	15	5	26	5.962	0.662	5.967
g. Institutional staff turnover in the ACCTion program area.	9	8	1	1	2	2	1	24	2.542	0.385	1.875
h. Morale of institutional staff in the ACCTion program area.	---	---	---	---	4	13	9	26	6.192	0.694	6.192
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	---	1	2	9	10	4	26	5.538	0.989	5.600
j. Allocation of college financial resources to the ACCTion program area.	---	---	1	6	7	7	4	25	5.280	1.137	5.286
k. The college's allocation of professional time to the ACCTion program area.	---	---	---	1	8	12	5	26	5.808	0.801	5.833

TABLE A-2.11

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Instructional ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	1	2	13	10	26	6.231	0.765	6.269
b. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	---	---	4	16	6	26	6.077	0.628	6.063
c. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	3	---	7	11	5	26	5.577	1.172	5.773
d. Competence of institutional staff in the ACCTion program area.	---	---	1	1	2	13	9	26	6.077	0.977	6.192
e. Institutional staff turnover in the ACCTion program area.	1	---	1	10	4	7	2	25	4.800	1.354	4.625
f. Morale of institutional staff in the ACCTion program area.	---	---	---	1	---	20	5	26	6.115	0.588	6.100
g. The ranking of the ACCTion program area in relation to other institutional priorities.	---	---	1	3	6	14	2	26	5.500	0.949	5.714
h. Allocation of college financial resources to the ACCTion program area.	---	---	2	3	8	11	2	26	5.308	1.050	5.500
i. The college's allocation of professional time in the ACCTion program area.	---	---	---	2	4	15	5	26	5.885	0.816	5.967

TABLE A-2.12

Descriptive Statistics for Chief Campus Administratives Officers' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Instructional ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center staff with which the institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	---	---	---	1	3	9	12	25	6.280	0.843	6.444	High professional competence
2. Poor resource allocation	---	---	---	---	5	13	6	24	6.042	0.690	6.038	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	---	---	4	11	10	25	6.240	0.723	6.273	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	---	1	5	10	8	24	6.042	0.859	6.100	High continuity of relationships with ACCTion staff members
5. Planning:												
(a) No assistance in defining needs	---	---	---	2	2	12	9	25	6.120	0.881	6.208	Assists in defining needs
(b) No assistance in developing institutional plan	---	---	---	1	3	14	6	24	6.042	0.751	6.071	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	---	2	1	13	8	24	6.125	0.850	6.192	Well-planned/managed
(2) Not individualized	---	---	---	1	7	9	7	24	5.917	0.881	5.944	Individualized
(3)Ineffective	---	---	---	1	2	15	6	24	6.083	0.717	6.100	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	---	1	5	10	9	25	6.080	0.862	6.150	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	---	7	8	9	24	6.083	0.830	6.125	Appropriate
(b) Not timely	---	---	---	---	9	8	7	24	5.917	0.830	5.875	Timely
(c) Complex	---	---	---	---	11	6	7	24	5.833	0.868	5.667	Uncomplicated
(d) Useless	---	---	---	---	8	8	8	24	6.000	0.834	6.000	Useful
(e) Irrelevant	---	---	---	---	6	9	9	24	6.125	0.797	6.167	Relevant
(f) Confusing	---	---	---	1	6	8	9	24	6.042	0.908	6.125	Clear
(g) Insufficient	---	---	---	9	10	2	3	24	4.958	0.999	4.800	Excessive
8. Overall effect on institution:												
(a) No improvement in staff skills	---	---	---	---	8	13	4	25	5.840	0.688	5.846	Staff skills upgraded
(b) No change in program development	---	---	---	---	6	15	4	25	5.920	0.640	5.933	Programs strengthened

TABLE A-3.1

Descriptive Statistics for ACCTion Coordinators' Responses to General and Managerial Need Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

I. GENERAL AND MANAGERIAL NEEDS

Evaluation Scale:
1 = critical and pressing need
2 = important need
3 = moderate need
4 = no perceived need now
5 = not applicable

Item	Numbers of Responses					Total N Responding	Mean	SD	Median
	1	2	3	4	5				
1. Justifying need for Resource Development program	4	5	5	11	---	25	2.920	1.152	3.200
2. Establishing goals and objectives for the program	3	10	8	5	---	26	2.577	0.945	2.500
3. General management of the Resource Development function	2	10	11	3	---	26	2.577	0.809	2.591
4. Determining organizational relationships	---	12	6	7	---	25	2.800	0.866	2.583
5. Developing internal operational procedures	3	9	5	9	---	26	2.769	1.070	2.700
6. Securing adequately trained personnel	3	9	9	3	2	26	2.692	1.087	2.611
7. Budgeting for the total program	4	10	10	2	---	26	2.385	0.852	2.400
8. Enhancing relationships with chief executive officer and other major administrators	---	10	8	7	---	25	2.880	0.833	2.813
9. Promoting acceptance and understanding of resource development concepts throughout the institution	6	11	7	2	---	26	2.192	0.895	2.136
10. Evaluating the Resource Development program	4	9	9	4	---	26	2.500	0.949	2.500

TABLE A-3.2.1

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Needs Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center (Status of Existing Programs)

II. Ratings of the Development of Present Programs

Evaluation Scale: 1 = doesn't exist
2 = weak area
3 = moderately developed
4 = well developed

Item	1	2	3	4	Total N Responding	Mean	SD	Median
1. Helping locate resource development information	---	1	17	8	26	3.269	0.533	3.206
2. Identification of priority projects	1	5	16	4	26	2.885	0.711	2.938
3. Researching & analyzing funding sources	---	5	17	3	25	2.920	0.572	2.941
4. Proposal writing:								
a. Grants	---	2	18	6	26	3.154	0.543	3.111
b. Contracts	5	7	10	3	25	2.440	0.961	2.550
c. Agreements	4	8	10	2	24	2.417	0.881	2.500
5. Administering funded projects	---	5	12	6	23	3.043	0.706	3.042
6. Public relations:								
a. Relations with mass media	---	5	15	5	25	3.000	0.645	3.000
b. Publications development	2	8	10	5	25	2.720	0.891	2.750
c. Special events	2	7	11	5	25	2.760	0.879	2.818
d. Publicity	---	6	11	8	25	3.080	0.759	3.091
7. Staff development/training	1	9	12	3	25	2.680	0.748	2.708
8. Research and follow-up from funded programs	1	12	9	2	24	2.500	0.722	2.417
9. Evaluating program performance	---	12	13	1	26	2.577	0.578	2.577
10. Creation of college foundation	7	7	7	4	25	2.320	1.069	2.286
11. Sharing experiences with similar institutions	---	7	16	3	26	2.846	0.613	2.875
12. Congressional/legislative relations:								
a. State	1	7	11	7	26	2.923	0.845	2.955
b. Federal	1	10	12	3	26	2.654	0.745	2.667
13. Use of consultants	---	10	12	4	26	2.769	0.710	2.750
14. Establishing advisory committees	3	4	13	4	24	2.750	0.897	2.885
15. Securing resources through:								
a. Federal programs	---	5	18	2	25	2.880	0.526	2.917
b. Civic, philanthropic, religious denominations	5	11	9	---	25	2.160	0.746	2.182
c. State programs	7	6	9	3	25	2.320	1.030	2.417
d. Private foundations	3	11	9	3	26	2.462	0.859	2.409
e. Non-alumni individuals	10	10	6	---	26	1.846	0.784	1.800
f. Alumni	7	10	5	---	22	1.909	0.750	1.900
g. Annual Funds	10	13	3	---	26	1.731	0.667	1.731
h. Deferred giving (wills, bequests)	11	10	5	---	26	1.769	0.765	1.700
i. Corporations (including matching gifts)	8	13	4	---	25	1.840	0.688	1.846
16. Involving trustees in resource development	7	10	6	2	25	2.120	0.927	2.050
17. Involving students in resource development	9	13	2	---	24	1.708	0.624	1.731
18. Involving the community in resource development	5	8	12	---	25	2.280	0.792	2.438

TABLE A-3.2.2

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Needs Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center (Estimated Need for Further Development)

II. Evaluation of the Need for Development

Evaluation Scale:
1 = no need now
2 = moderate need
3 = important need
4 = critical and pressing

Item	Numbers of Responses				Total N			
	1	2	3	4	Responding	Mean	SD	Median
1. Helping locate resource development information	10	10	13	2	25	2.680	0.627	2.692
2. Identification of priority projects	1	10	9	4	24	2.667	0.816	2.611
3. Researching & analyzing funding sources	1	8	14	2	25	2.680	0.690	2.750
4. Proposal writing:								
a. Grants	2	11	9	4	26	2.577	0.857	2.500
b. Contracts	4	5	14	2	25	2.560	0.870	2.750
c. Agreements	5	6	12	1	24	2.375	0.875	2.583
5. Administering funded projects	3	10	8	3	24	2.458	0.884	2.400
6. Public relations:								
a. Relations with mass media	2	11	10	2	25	2.480	0.770	2.455
b. Publications development	3	11	11	---	25	2.320	0.690	2.364
c. Special events	4	12	8	1	25	2.240	0.779	2.208
d. Publicity	4	10	8	3	25	2.400	0.913	2.350
7. Staff development/training	---	7	14	4	25	2.880	0.666	2.893
8. Research and follow-up from funded programs	---	10	12	2	24	2.667	0.637	2.667
9. Evaluating program performance	---	10	13	3	26	2.731	0.667	2.731
10. Creation of college foundation	6	6	9	4	25	2.440	1.044	2.556
11. Sharing experiences with similar institutions	4	9	12	1	26	2.385	0.804	2.500
12. Congressional/legislative relations:								
a. State	3	8	11	4	26	2.615	0.898	2.682
b. Federal	2	7	13	4	26	2.731	0.827	2.808
13. Use of consultants	---	12	14	---	26	2.538	0.508	2.571
14. Establishing advisory committees	5	10	8	2	25	2.270	0.891	2.250
15. Securing resources through:								
a. Federal programs	---	9	11	5	25	2.840	0.746	2.818
b. Civic, philanthropic, religious denominations	1	5	14	5	25	2.920	0.759	2.964
c. State programs	4	5	15	2	26	2.577	0.857	2.767
d. Private foundations	1	7	11	7	26	2.923	0.845	2.955
e. Non-alumni individuals	1	5	17	3	26	2.846	0.675	2.912
f. Alumni	1	4	13	3	21	2.857	0.727	2.923
g. Annual Funds	4	2	13	6	25	2.840	0.987	3.000
h. Deferred giving (wills, bequests)	2	4	12	8	26	3.000	0.894	3.083
i. Corporations (including matching gifts)	---	8	12	6	26	2.923	0.744	2.917
16. Involving trustees in resource development	3	7	12	3	25	2.600	0.866	2.708
17. Involving students in resource development	3	12	8	1	24	2.292	0.751	2.250
18. Involving the community in resource development	---	9	14	1	24	2.667	0.565	2.714

TABLE A-3.3

Descriptive Statistics for Coordinators' Responses to Achievement of Overall ACCTion Goals/Objectives
1977-78 Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

A. Goal Achievement

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	1	2	3	13	7	---	26	4.885	1.033	5.038
Developing programs and services	---	1	2	3	10	9	1	26	5.038	1.148	5.200
Delivering programs and services	---	1	4	1	13	7	---	26	4.808	1.132	5.038
Evaluating programs and services	---	2	3	5	12	3	---	25	4.440	1.121	4.708
2. To instill a sense of interdependence among two-year college personnel.	---	1	3	6	6	10	---	26	4.808	1.201	5.000
3. To encourage two-year colleges to assist one another in											
Maintaining	---	2	1	3	8	10	---	24	4.958	1.233	5.250
Expanding	---	2	1	---	11	10	---	24	5.083	1.176	5.318
Developing	1	---	1	1	8	12	1	24	5.292	1.233	5.583
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	---	3	4	8	7	1	23	4.957	1.107	5.063
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	---	1	1	4	8	9	2	25	5.160	1.179	5.313
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	2	7	14	3	26	5.692	0.788	5.786
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	---	---	6	6	13	25	6.280	0.843	6.538
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	1	2	8	9	6	26	5.654	1.056	5.722

TABLE A-3.4

Descriptive Statistics for ACCTion Coordinators' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	1	1	---	1	4	9	9	25	5.760	1.535	6.111
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	1	1	---	---	7	7	10	26	5.769	1.505	6.071
(b) amount of services	---	2	---	---	5	12	7	26	5.769	1.306	6.000
(c) type of services	---	2	---	1	4	10	9	26	5.808	1.386	6.100
(d) timeliness of services (response time)	---	2	---	---	4	11	9	26	5.885	1.336	6.136
(e) effectiveness of services	1	1	---	---	5	11	8	26	5.769	1.451	6.045
(f) relevance of services	1	1	---	1	3	11	9	26	5.808	1.497	6.136

TABLE A-3.5

Descriptive Statistics for ACCTion Coordinators' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low
7 = very high

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall resource development program.	5	3	4	7	2	3	1	25	3.440	1.781	3.571
b. Ability to change the overall resource development program.	---	3	3	5	7	2	4	24	4.583	1.586	4.643
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	1	---	4	2	3	14	25	5.800	1.732	6.607
d. Chief campus administrator's personal involvement in ACCTion activities.	2	3	1	1	3	8	7	25	5.080	2.040	5.813
e. Acceptance of and cooperation with ACCTion by other campus administrators.	---	1	2	2	7	7	6	25	5.400	1.384	5.571
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	3	5	8	8	1	25	4.960	1.098	5.063
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	2	3	4	5	3	7	1	25	4.160	1.748	4.200
h. Competence of institutional staff in the ACCTion program area.	---	1	1	2	7	10	4	25	5.440	1.227	5.605
i. Institutional staff turnover in the ACCTion program area.	12	2	---	4	4	1	1	24	2.708	2.010	1.500
j. Morale of institutional staff in the ACCTion program area.	---	1	---	2	7	9	6	25	5.640	1.186	5.778
k. The ranking of the ACCTion program area in relation to other institutional priorities.	---	2	1	2	9	6	2	22	5.000	1.345	5.167
l. Allocation of college financial resources to the ACCTion program area.	3	1	1	5	5	10	---	25	4.520	1.711	5.000
m. The college's allocation of professional time to the ACCTion program area.	3	---	---	2	5	11	4	25	5.200	1.780	5.727

TABLE A-3.6

Descriptive Statistics for ACCTion Coordinators' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Resource Development ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicated the degree to which each of the following institutional factors inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	1	1	---	3	1	6	13	25	5.880	1.666	6.538
b. Chief campus administrator's personal involvement in ACCTion activities.	1	3	---	2	3	6	7	25	5.440	1.895	6.083
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	2	---	3	5	10	5	25	5.440	1.387	5.750
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	3	7	7	7	1	25	4.840	1.106	4.857
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	1	3	4	3	5	5	4	25	4.560	1.805	4.800
f. Competence of institutional staff in the ACCTion program area.	---	1	---	1	7	9	6	24	5.708	1.160	5.833
g. Institutional staff turnover in the ACCTion program area.	1	2	1	7	4	3	6	24	4.833	1.761	4.750
h. Morale of institutional staff in the ACCTion program area.	---	1	1	3	2	10	8	25	5.720	1.370	6.050
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	2	---	2	9	7	2	22	5.136	1.283	5.278
j. Allocation of college financial resources to the ACCTion program area.	3	1	1	2	9	8	1	25	4.640	1.729	5.111
k. The college's allocation of professional time in the ACCTion program area.	3	---	1	1	5	12	3	25	5.120	1.787	5.708

TABLE A-3.7

Descriptive Statistics for ACCTion Coordinators' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center Staff with which the institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median	
1. Lacks professional competence	---	---	1	2	5	9	9	26	5.885	1.107	6.056	High professional competence
2. Poor resource allocation	---	---	---	2	8	9	7	26	5.808	0.939	5.833	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	2	2	2	9	10	25	5.920	1.256	6.222	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	1	1	1	12	11	26	6.192	0.981	6.333	High continuity of relationships with ACCTion staff members
5. Planning:												
(a) No assistance in defining needs	---	---	---	4	3	12	6	25	5.800	1.000	5.958	Assists in defining needs
(b) No assistance in developing institutional plan	---	1	---	6	4	10	5	26	5.423	1.270	5.700	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	2	---	4	10	10	26	6.000	1.131	6.200	Well-planned/managed
(2) Not individualized	---	1	---	2	7	8	8	26	5.731	1.218	5.875	Individualized
(3) Ineffective	---	---	1	1	6	9	9	26	5.923	1.055	6.056	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	1	---	1	11	13	26	6.346	0.892	6.500	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	1	3	11	11	26	6.231	0.815	6.318	Appropriate
(b) Not timely	---	---	---	1	4	12	9	26	6.115	0.816	6.167	Timely
(c) Complex	---	---	---	4	1	11	10	26	6.038	1.038	6.227	Uncomplicated
(d) Useless	---	---	---	2	7	8	9	26	5.923	0.977	6.000	Useful
(e) Irrelevant	---	---	---	1	9	7	9	26	5.923	0.935	5.929	Relevant
(f) Confusing	---	---	---	4	1	8	13	26	6.154	1.084	6.500	Clear
(g) Insufficient	---	---	---	4	5	12	4	25	5.640	0.952	5.792	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	---	---	---	2	3	14	7	26	6.000	0.849	6.071	Staff skills upgraded
(b) No change in program development	---	1	---	2	4	11	8	26	5.846	1.190	6.045	Programs strengthened

TABLE A-3.8

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Achievement of Overall Goals/Objectives 1977-78 Survey Questions for Colleges Affiliated with Resource Development ACCTion Center

A. Achievement of Overall ACCTion Goals/Objectives 1977-78

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	2	3	7	11	---	23	5.174	0.984	5.429
Developing programs and services	---	---	1	5	8	8	1	23	5.130	0.968	5.188
Delivering programs and services	---	---	2	8	5	6	2	23	4.913	1.164	4.800
Evaluating programs and services	---	---	4	6	8	5	---	23	4.609	1.033	4.688
2. To instill a sense of interdependence among two-year college personnel.	---	1	1	2	10	7	1	22	5.091	1.109	5.200
3. To encourage two-year colleges to assist one another in											
Maintaining	---	---	1	4	6	10	---	21	5.190	0.928	5.417
Expanding	---	---	---	3	8	7	2	20	5.400	0.883	5.375
Developing	---	---	---	1	6	11	2	20	5.700	0.733	5.773
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	---	---	5	11	3	1	20	5.000	0.795	4.955
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	---	---	2	4	10	4	1	21	4.905	0.995	4.950
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	3	4	12	3	22	5.682	0.894	5.833
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	---	3	4	12	4	23	5.739	0.915	5.875
8. To develop an institutional plan for each college including details of technical assistance needs.	---	1	1	5	3	8	4	22	5.273	1.386	5.625

TABLE A-3.9

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	1	2	6	10	4	23	5.609	1.023	5.750
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	1	1	6	7	8	23	5.870	1.100	6.000
(b) amount of services	---	---	1	2	4	12	4	23	5.696	1.020	5.875
(c) type of services	---	---	---	1	9	6	7	23	5.826	0.937	5.750
(d) timeliness of services (response time)	---	---	1	1	3	9	8	23	5.783	1.476	6.111
(e) effectiveness of services	---	---	---	3	4	11	5	23	5.783	0.951	5.909
(f) relevance of services	---	---	---	2	5	7	9	23	6.000	1.000	6.143

TABLE A-3.10

Descriptive Statistics for Chief Campus Administrative Officers' Institutional Overview Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low rating
7 = very high rating

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall resource development program.	1	4	1	5	3	6	2	22	4.409	1.790	4.500
b. Ability to change the overall resource development program.	---	---	---	4	7	8	3	22	5.455	0.962	5.500
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	1	1	6	12	2	22	5.591	0.908	5.750
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	1	---	2	5	5	7	3	23	5.000	1.477	5.200
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	1	6	6	6	4	---	23	4.261	1.176	4.250
f. Competence of institutional staff in the ACCTion program area.	---	---	2	2	6	10	2	22	5.364	1.093	5.600
g. Institutional staff turnover in the ACCTion program area.	8	3	2	4	3	3	---	23	4.261	1.883	2.750
h. Morale of institutional staff in the ACCTion program area.	---	---	2	1	4	9	7	23	5.783	1.204	6.000
i. The ranking of the ACCTion program area in relation to other institutional priorities.	1	---	2	1	8	8	3	23	5.217	1.413	5.438
j. Allocation of college financial resources to the ACCTion program area.	1	2	2	2	7	9	---	23	4.696	1.521	5.143
k. The college's allocation of professional time to the ACCTion program area.	1	2	1	2	4	10	3	23	5.087	1.676	5.650

TABLE A-3.11

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Resource Development ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	5	6	11	1	23	5.348	0.885	5.545
b. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	2	5	7	6	3	23	5.130	1.180	5.143
c. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	1	4	5	7	4	2	23	4.652	1.335	4.714
d. Competence of institutional staff in the ACCTion program area.	---	---	1	2	5	10	4	22	5.636	1.049	5.800
e. Institutional staff turnover in the ACCTion program area.	1	2	2	8	3	5	1	22	4.318	1.524	4.250
f. Morale of institutional staff in the ACCTion program area.	---	---	1	2	3	12	5	23	5.783	1.043	5.985
g. The ranking of the ACCTion program area in relation to other institutional priorities.	---	---	4	2	9	6	2	23	5.000	1.206	5.111
h. Allocation of college financial resources to the ACCTion program area.	---	1	3	4	9	6	---	23	4.696	1.146	4.889
i. The college's allocation of professional time in the ACCTion program area.	---	2	1	2	4	11	3	23	5.304	1.428	5.727

TABLE A-3.12

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Resource Development ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	1	---	1	1	7	8	5	23	5.478	1.410	5.688	High professional competence
2. Poor resource allocation	---	---	---	4	7	4	7	22	5.636	1.136	5.500	Very good resource allocation
3. Assistance inappropriate to specific needs	1	---	2	---	4	11	5	23	5.565	1.472	5.909	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	1	1	5	10	6	23	5.826	1.029	5.950	High continuity of relationships with ACCTion staff members
5. Planning:												
(a) No assistance in defining needs	---	---	---	5	7	7	4	23	5.435	1.037	5.429	Assists in defining needs
(b) No assistance in developing institutional plan	---	1	2	3	5	8	4	23	5.261	1.389	5.563	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	1	---	1	1	4	12	4	23	5.565	1.376	5.875	Well-planned/managed
(2) Not individualized	1	---	1	2	7	8	4	23	5.348	1.402	5.563	Individualized
(3) Ineffective	1	---	1	2	5	11	3	23	5.391	1.373	5.727	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	1	1	---	1	5	9	6	23	5.565	1.532	5.889	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	1	4	10	8	23	6.087	0.848	6.150	Appropriate
(b) Not timely	---	---	2	1	4	8	8	23	5.826	1.230	6.063	Timely
(c) Complex	---	---	1	1	5	12	4	23	5.739	0.964	5.875	Uncomplicated
(d) Useless	1	---	---	1	7	8	6	23	5.652	1.335	5.813	Useful
(e) Irrelevant	1	---	---	1	4	11	6	23	8.783	1.313	6.000	Relevant
(f) Confusing	1	---	---	1	5	5	7	23	5.870	1.058	6.000	Clear
(g) Insufficient	1	---	---	6	11	9	---	23	4.783	1.085	4.909	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	1	---	---	---	4	13	4	22	5.773	1.232	5.962	Staff skills upgraded
(b) No change in program development	1	---	---	1	5	11	4	22	5.636	1.293	5.864	Programs strengthened

TABLE A-4.1

Descriptive Statistics for ACCTion Coordinators' Responses to General and Managerial Needs Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

I. GENERAL AND MANAGERIAL NEEDS

Evaluation Scale: 1 = critical and pressing need
2 = important need
3 = moderate need
4 = no perceived need now
5 = not applicable

Item	Numbers of Responses					Total N Responding	Mean	SD	Median
	1	2	3	4	5				
1. Establish philosophy, goals and objectives for Student Development Services program	4	5	10	5	1	25	2.760	1.091	2.850
2. Design and organization of program in accordance with philosophy, goals and objectives	5	5	9	5	1	25	2.680	1.145	2.778
3. General management of program	1	7	11	6	---	25	2.880	0.833	2.909
4. Securing adequately trained personnel	---	7	6	10	2	25	3.280	0.980	3.417
5. In-service staff development and training	2	11	11	1	---	25	2.440	0.712	2.455
6. Enhancing relationships with chief executive officer and other major administrators	1	9	5	8	2	25	3.040	1.098	3.000
7. Coordination of Student Development functions with instructional functions	3	9	10	2	1	25	2.560	0.961	2.550
8. Decentralization of Student Development functions	---	2	6	12	4	24	3.750	0.847	3.833
9. Promoting acceptance of Student Development concepts and the student personnel point of view throughout the institution	4	9	9	3	---	25	2.440	0.917	2.444
10. Evaluating Student Development programs and services	2	11	9	3	---	25	2.520	0.823	2.455

TABLE A-4.2.1

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Area Needs Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center (Status of Existing Programs)

II. Rating the Development of Present Programs ,

Evaluation Scale: 1 = does not exist
2 = weak area
3 = moderately developed
4 = well developed

Item	Numbers of Responses				Total N Responding	Mean	SD	Median
	1	2	3	4				
A. Admissions/Recruitment								
1. Recruitment plan development	---	5	13	8	26	3.115	0.711	3.115
2. Articulation with secondary institutions	---	4	12	10	26	3.231	0.710	3.250
3. Admissions/Recruitment policy development	---	6	12	8	26	3.077	0.744	3.083
4. Admissions procedures development	---	1	11	13	25	3.480	0.586	3.538
5. Placement testing	1	9	11	3	24	2.667	0.761	2.682
B. Registration/Records								
6. Registration procedures	---	2	15	9	26	3.269	0.604	3.233
7. Student information systems	---	5	17	3	25	2.920	0.572	2.941
C. Orientation Functions								
8. Design of effective orientation programs and events	---	9	15	2	26	2.731	0.604	2.767
9. Student leadership development and student participation	1	8	16	1	26	2.654	0.629	2.750
10. College adjustment/study skills seminars and classes	---	9	12	3	24	2.750	0.676	2.750
D. Academic Support Services								
11. Academic advisement	---	5	18	3	26	2.923	0.560	2.944
12. Diagnostic testing	2	11	11	2	26	2.500	0.762	2.500
13. Human potential personal development courses	7	8	8	3	26	2.269	1.002	2.250
14. Coordinating relationships between instructional and student services staff	---	8	12	6	26	2.923	0.744	2.917
E. Financial Support Services								
15. Identification of financial aid resources	---	1	14	11	26	3.385	0.571	3.357
16. Identification and development of local financial aid resources	1	9	10	6	26	2.808	0.849	2.800
17. Determination of financial need	---	---	12	14	26	3.538	0.508	3.571
18. Identification and development of student employment opportunities	---	5	13	8	26	3.115	0.711	3.115
F. Counseling and Testing Services								
19. Staff development of general counseling skills	---	2	15	9	26	3.269	0.604	3.233
20. Staff development of group counseling skills	2	10	11	3	26	2.577	0.809	2.591
Development of counseling skills related to the following decision areas:								
21. Personal/social development	1	3	16	6	26	3.038	0.720	3.063
22. Academic development	---	---	18	7	25	3.280	0.458	3.194
23. Career development Sensitivity and awareness enhancement	---	6	13	7	26	3.038	0.720	3.038
24. Other counseling needs	---	1	20	5	26	3.154	0.464	3.100
25. Test administration and interpretation	1	6	10	9	26	3.038	0.871	3.100
G. Services to Special Student Groups								
26. Minority	3	7	11	4	25	2.640	0.907	2.727
27. Educationally Disadvantaged	1	8	16	2	27	2.704	0.699	2.781
28. Physically Handicapped	6	9	9	3	27	2.333	0.961	2.333
29. Veterans & Service Persons	2	2	6	16	26	3.385	0.941	3.688
30. Mature Women	1	8	12	6	27	2.852	0.818	2.875
31. Second Career/Underemployed	5	9	11	1	26	2.308	0.838	2.389
32. Foreign Students	5	6	12	4	27	2.556	0.974	2.708
33. Isolated/Incarcerated	16	3	3	4	26	1.808	1.167	1.313
H. Student Life Services								
34. Enhancing social, ethical, religious consciousness	2	12	9	4	27	2.556	0.847	2.458
35. Student life adjustment problems (misuse of drugs, alcohol etc.)	1	12	12	2	27	2.556	0.698	2.542
36. Student health services	6	3	12	6	27	2.667	1.074	2.875
37. Student housing management and utilization	11	---	10	4	25	2.280	1.208	2.650
38. Integrating living and learning activities	9	7	8	1	25	2.040	0.935	2.000
39. Student discipline/rights and responsibilities	---	4	16	7	27	3.111	0.641	3.094
40. Enhancing interpersonal relations	---	8	18	1	27	2.741	0.526	2.806

TABLE A-4.2.1 (continued)

I. Student Development Activities								
41. Student leadership training	2	5	17	3	27	2.778	0.751	2.882
42. Student activity/interest group planning	---	7	16	4	27	2.889	0.641	2.906
43. Student/staff recreational planning	5	5	13	4	27	2.593	0.971	2.769
44. Intercollegiate athletics management	6	4	9	7	27	2.654	1.129	2.833
45. Student publications development	2	13	9	3	27	2.481	0.802	2.385
J. Placement								
46. Career planning	1	7	16	3	27	2.778	0.698	2.844
47. Job placement	---	6	14	6	26	3.000	0.693	3.000
48. Upward articulation with senior institutions	1	2	14	10	27	3.222	0.751	3.250
K. Analysis/Research/Follow-up								
49. Analysis of student information	---	10	16	1	27	2.667	0.555	2.719
50. Program evaluation	1	12	12	2	27	2.556	0.698	2.542
51. Research related to college student life	5	12	10	---	27	2.185	0.736	2.208
52. Follow-up activities and studies	---	12	11	4	27	2.704	0.724	2.636

TABLE A-4.2.2

Descriptive Statistics for ACCTion Coordinators' Responses to Special Program Area Needs Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center (Estimated Need for Further Development)

II. Evaluation of the Need for Additional Development

Evaluation Scale: 1 = critical and pressing need
2 = important need
3 = moderate need
4 = no need

Item	Numbers of Responses				Total N Responding	Mean	SD	Median
	1	2	3	4				
A. Admissions/Recruitment								
1. Recruitment plan development	5	6	8	7	26	2.654	1.093	2.750
2. Articulation with secondary institutions	5	9	10	2	26	2.346	0.892	2.389
3. Admissions/Recruitment policy development	5	11	7	3	26	2.308	0.928	2.227
4. Admissions procedures development	11	10	5	---	26	1.769	0.765	1.700
5. Placement testing	5	7	9	2	23	2.348	0.935	2.429
B. Registration/Records								
6. Registration procedures	9	8	7	2	26	2.077	0.977	2.000
7. Student information systems	2	7	13	3	25	2.680	0.802	2.769
C. Orientation Functions								
8. Design of effective orientation programs and events	4	8	11	3	26	2.500	0.906	2.591
9. Student leadership development and student participation	2	10	11	3	26	2.577	0.809	2.591
10. College adjustment/study skills seminars and classes	3	8	12	3	26	2.577	0.857	2.667
D. Academic Support Services								
11. Academic advisement	1	12	10	3	26	2.577	0.758	2.500
12. Diagnostic testing	3	10	10	3	26	2.500	0.860	2.500
13. Human potential personal development courses	4	10	10	2	26	2.385	0.852	2.400
14. Coordinating relationships between instructional and student services staff	2	10	10	4	26	2.615	0.852	2.600
E. Financial Support Services								
15. Identification of financial aid resources	10	9	6	1	26	1.923	0.891	1.833
16. Identification and development of local financial aid resources	6	9	8	3	26	2.308	0.970	2.278
17. Determination of financial need	13	8	5	---	26	1.692	0.788	1.500
18. Identification and development of student employment opportunities	6	9	9	2	26	2.269	0.919	2.278
F. Counseling and Testing Services								
19. Staff development of general counseling skills	6	11	8	1	26	2.154	0.834	2.136
20. Staff development of group counseling skills	7	8	11	---	26	2.154	0.834	2.250
Development of counseling skills related to the following decision areas:								
21. Personal/social development	6	12	8	---	26	2.077	0.744	2.083
22. Academic development	6	13	6	---	25	2.000	0.707	2.000
23. Career development sensitivity and awareness enhancement	4	10	10	2	26	2.385	0.852	2.400
24. Other counseling needs	7	9	10	---	26	2.115	0.816	2.167
25. Test administration and interpretation	7	12	6	1	26	2.038	0.824	2.000
G. Services to Special Student Groups								
26. Minority	7	10	6	3	26	2.192	0.981	2.100
27. Educationally Disadvantaged	2	15	6	3	26	2.385	0.804	2.233
28. Physically Handicapped	8	6	8	4	26	2.308	1.087	2.333
29. Veterans & Service Persons	12	9	4	---	25	1.680	0.748	1.556
30. Mature Women	5	13	5	3	26	2.231	0.908	2.115
31. Second Career/Underemployed	4	10	8	3	25	2.400	0.913	2.350
32. Foreign Students	10	14	2	---	26	1.692	0.618	1.714
33. Isolated/Incarcerated	15	7	3	---	25	1.520	0.714	1.333
H. Student Life Services								
34. Enhancing social, ethical, religious consciousness	3	12	10	1	26	2.346	0.745	2.333
35. Student life adjustment problems (misuse of drugs, alcohol etc.)	3	12	10	1	26	2.346	0.745	2.333
36. Student health services	6	11	4	5	26	2.308	1.050	2.136
37. Student housing management and utilization	13	4	6	1	24	1.792	0.977	1.423
38. Integrating living and learning activities	8	9	7	---	24	1.958	0.806	1.944
39. Student discipline/rights and responsibilities	7	13	6	---	26	1.962	0.720	1.962
40. Enhancing interpersonal relations	1	14	8	3	26	2.500	0.762	2.357

TABLE A-4.2.2 (continued)

I. Student Development Activities								
41. Student leadership training	3	7	11	4	25	2.640	0.907	2.727
42. Student activity/interest group planning	2	9	10	4	25	2.640	0.860	2.650
43. Student/staff recreational planning	5	12	6	2	25	2.200	0.866	2.125
44. Intercollegiate athletics management	12	7	4	1	24	1.750	0.897	1.500
45. Student publications development	1	12	10	2	25	2.520	0.714	2.458
J. Placement								
46. Career planning	3	8	8	7	26	2.731	1.002	2.750
47. Job placement	4	10	10	1	25	2.320	0.802	2.350
48. Upward articulation with senior institutions	8	8	7	3	26	2.192	1.021	2.125
K. Analysis/Research/Follow-up								
49. Analysis of student information	1	10	11	4	26	2.692	0.155	2.682
50. Program evaluation	---	9	13	4	26	2.808	0.694	2.808
51. Research related to college student life	5	8	11	2	26	2.385	0.898	2.500
52. Follow-up activities and studies	3	6	11	6	26	2.769	0.951	2.864

TABLE A-4.3

Descriptive Statistics for ACCTion Coordinators' Responses to Achievement of Overall ACCTion Goals/Objectives 1977-78 Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

A. Goal Achievement

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	1	4	10	10	12	27	5.296	0.953	5.350
Developing programs and services	---	---	2	3	11	10	1	27	5.185	0.962	5.273
Delivering programs and services	---	---	1	5	10	9	2	27	5.222	0.974	5.250
Evaluating programs and services	---	---	5	6	9	7	---	27	4.667	1.074	4.778
2. To instill a sense of interdependence among two-year college personnel.	---	---	3	10	6	6	1	26	4.692	1.087	4.500
3. To encourage two-year colleges to assist one another in											
Maintaining	---	---	1	5	10	7	1	24	5.083	0.929	5.100
Expanding	---	1	---	5	10	5	3	24	5.125	1.154	5.100
Developing	---	1	---	5	5	10	3	24	5.333	1.204	5.600
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	---	1	2	10	10	1	24	5.333	0.868	5.400
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	---	6	6	8	2	25	4.840	1.519	5.083
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	1	---	7	9	10	27	6.000	1.000	6.111
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	1	---	4	7	15	27	6.296	0.993	6.600
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	1	2	4	9	11	27	6.000	1.109	6.222

TABLE A-4.4

Descriptive Statistics for ACCTion Coordinators' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

B. Assessment Of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. Rate how effective in general ACCTion services have been helping your institution achieve ACCTion-planned goals and objectives.	---	---	---	---	3	12	12	27	6.333	0.679	6.375
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	---	---	2	10	15	27	6.481	0.643	6.600
(b) amount of services	---	---	1	3	6	4	13	27	5.926	1.238	6.375
(c) type of services	---	---	---	---	2	12	13	27	6.407	0.636	6.458
(d) timeliness of services (response time)	---	---	---	---	1	12	14	27	6.481	0.580	6.536
(e) effectiveness of services	---	---	---	1	4	12	10	27	6.148	0.818	6.208
(f) relevance of services	---	---	---	---	3	11	13	27	6.370	0.688	6.455

TABLE A-4.5

Descriptive Statistics for ACCTion Coordinators' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low rating
7 = very high rating

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
a. Need to change the overall student development services program.	1	4	5	5	6	---	1	22	3.682	1.427	3.700
b. Ability to change the overall student development services program.	1	---	3	5	9	5	2	25	4.760	1.363	4.889
c. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	---	---	1	2	4	7	13	27	6.074	1.141	6.429
d. Chief campus administrator's personal involvement in ACCTion activities.	1	3	1	2	6	6	8	27	5.185	1.819	5.583
e. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	3	8	8	6	25	5.680	0.988	5.688
f. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	---	5	9	10	3	27	5.407	0.931	5.444
g. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	3	5	8	9	2	27	5.074	1.141	5.188
h. Competence of institutional staff in the ACCTion program area.	---	---	1	5	2	13	5	26	5.615	1.134	5.885
i. Institutional staff turnover in the ACCTion program area.	9	5	1	4	5	---	---	24	2.625	1.637	2.100
j. Morale of institutional staff in the ACCTion program area.	---	---	---	4	4	11	7	26	5.808	1.021	5.955
k. The ranking of the ACCTion program area in relation to other institutional priorities.	---	1	1	6	4	11	2	25	5.160	1.248	5.545
l. Allocation of college financial resources to the ACCTion program area.	---	4	2	5	6	6	4	27	4.741	1.631	4.917
m. The college's allocation of professional time to the ACCTion program area.	---	1	2	1	7	11	5	27	5.481	1.282	5.727

TABLE A-4.6

Descriptive Statistics for ACCTion Coordinators' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affiliated with the Student Development Services ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's programs in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Acceptance of and cooperation with ACCTion by chief campus administrative officer.	---	---	---	2	5	9	11	27	6.074	0.958	6.222
b. Chief campus administrator's personal involvement in ACCTion activities.	---	2	1	4	8	6	5	26	5.154	1.434	5.250
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	1	3	8	8	6	26	5.577	1.102	5.625
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	2	4	9	11	1	27	5.185	1.001	5.333
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	3	9	5	6	4	27	4.963	1.285	4.800
f. Competence of institutional staff in the ACCTion program area.	---	---	2	1	7	10	7	27	5.704	1.137	5.550
g. Institutional staff turnover in the ACCTion program area.	---	3	11	---	2	3	2	21	4.381	1.431	4.182
h. Morale of institutional staff in the ACCTion program area.	---	---	1	2	4	12	7	26	5.846	1.047	6.000
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	1	3	3	5	10	4	26	5.231	1.394	5.600
j. Allocation of college financial resources to the ACCTion program area.	1	2	---	5	7	9	3	27	5.000	1.519	5.286
k. The college's allocation of professional time in the ACCTion program area.	---	1	---	3	6	10	7	27	5.667	1.209	5.850

TABLE A-4.7.

Descriptive Statistics for ACCTion Coordinators' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center staff with which the institution is currently associated.

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	---	---	---	---	---	9	18	27	6.667	0.480	6.750	High professional competence
2. Poor resource allocation	---	---	---	---	4	8	13	25	6.360	0.757	6.538	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	---	---	3	11	13	27	6.370	0.688	6.455	Appropriate assistance (relate to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	---	1	2	10	14	27	6.370	0.792	6.536	High continuity of relationships with ACCTion staff membe
5. Planning:												
(a) No assistance in defining needs	---	---	---	1	1	9	16	27	6.481	0.753	6.656	Assists in defining needs
(b) No assistance in developing institutional plan	---	---	---	1	---	8	18	27	6.593	0.694	6.750	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	---	---	2	10	15	27	6.481	0.643	6.600	Well-planned/managed
(2) Not individualized	---	---	---	---	4	8	15	27	6.407	0.747	6.600	Individualized
(3) Ineffective	---	---	---	---	3	9	15	27	6.444	0.698	6.600	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	---	2	3	10	12	27	6.185	0.921	6.350	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	---	3	10	14	27	6.407	0.694	6.536	Appropriate
(b) Not timely	---	---	---	1	2	10	14	27	6.370	0.792	6.536	Timely
(c) Complex	---	1	---	3	6	8	9	27	5.741	1.259	5.938	Uncomplicated
(d) Useless	---	---	---	2	4	9	12	27	6.148	0.949	6.333	Useful
(e) Irrelevant	---	---	---	---	5	12	10	27	6.185	0.736	6.208	Relevant
(f) Confusing	---	---	---	---	3	13	11	27	6.296	0.669	6.308	Clear
(g) Insufficient	---	---	---	6	11	8	2	27	5.222	0.892	5.182	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	---	---	---	---	5	14	8	27	6.111	0.698	6.107	Staff skills upgraded
(b) No change in program development	---	---	---	1	6	8	12	27	6.148	0.907	6.313	Programs strengthened

TABLE A-4.8

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Achievement of Overall ACCTion Goals/Objectives 1977-78 Survey Questions for Colleges Affiliated with Student Development Services ACCTion Center

A. Achievement of Overall ACCTion Goals/Objectives 1977-78

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	1	1	3	13	2	20	5.700	0.923	5.885
Developing programs and services	---	---	1	---	6	11	2	20	5.650	0.875	5.773
Delivering programs and services	---	---	1	2	6	10	1	20	5.400	0.940	5.600
Evaluating programs and services	---	1	---	3	7	8	1	20	5.200	1.105	5.357
2. To instill a sense of interdependence among two-year college personnel.	---	---	1	6	5	8	1	21	5.095	1.044	5.200
3. To encourage two-year colleges to assist one another in											
Maintaining	---	---	1	1	8	6	1	17	5.294	0.920	5.313
Expanding	---	---	1	2	7	5	3	18	5.389	1.092	5.357
Developing	---	---	1	---	8	7	3	19	5.579	0.961	5.571
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	---	1	1	10	5	2	19	5.316	0.946	5.250
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	---	---	2	4	6	8	4	21	5.524	1.167	5.688
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	1	2	11	6	20	6.100	0.788	6.136
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	---	1	1	10	8	20	6.250	0.786	6.300
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	1	1	3	10	4	19	5.684	1.293	5.850

TABLE A-4.9

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Assessment of ACCTion Services Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
2 = very positive response

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	---	---	3	8	9	20	6.300	0.733	6.375
2. Question Eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	---	---	1	9	10	20	6.450	0.605	6.500
(b) amount of services	---	---	---	2	2	9	7	20	6.050	0.945	6.167
(c) type of services	---	---	---	---	3	10	7	20	6.200	0.696	6.200
(d) timeliness of services (response time)	---	---	---	---	3	10	7	20	6.200	0.696	6.200
(e) effectiveness of services	---	---	---	---	2	11	7	20	6.250	0.639	6.227
(f) relevance of services	---	---	---	---	4	7	9	20	6.250	0.786	6.357

TABLE A-4.10

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Institutional Overview Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

C.1 Ratings of Institution

Evaluation Scale: 1 = very low rating
7 = very high rating

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
a. Need to change the overall student development program.	4	3	1	3	5	4	---	20	3.700	1.895	4.167
b. Ability to change the overall student development program.	---	---	1	7	6	3	2	19	4.895	1.100	4.750
c. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	---	2	13	5	20	6.150	0.587	6.115
d. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	---	1	3	11	4	19	5.947	0.780	6.000
e. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	2	5	7	5	1	20	4.900	1.071	4.929
f. Competence of institutional staff in the ACCTion program area.	---	---	1	2	3	10	3	19	5.632	1.065	5.850
g. Institutional staff turnover in the ACCTion program area.	9	2	1	1	3	4	---	20	2.950	2.139	2.000
h. Morale of institutional staff in the ACCTion program area.	---	---	---	2	5	6	7	20	5.900	1.021	6.000
i. The ranking of the ACCTion program area in relation to other institutional priorities.	---	1	1	2	3	10	3	20	5.450	1.317	5.800
j. Allocation of college financial resources to the ACCTion program area.	---	2	2	3	5	6	2	20	4.850	1.496	5.100
k. The college's allocation of professional time to the ACCTion program area.	---	---	1	---	6	10	2	19	5.632	0.895	5.750

TABLE A-4.11

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Survey Questions Assessing Selected Factors that Inhibit or Facilitate Progress in the ACCTion Program Area for Colleges Affilitated with the Student Development Services ACCTion Center

C.2 Effect of Institutional Factors

Ratings indicate the degree to which each of the following institutional factors has inhibited or facilitated the college's progress in the ACCTion program area. (A rating of 1 indicated a very inhibiting effect on ACCTion goal achievement; 4 indicated no perceptible impact; 7 indicated a very facilitating effect on ACCTion goal achievement.)

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
a. Acceptance of and cooperation with ACCTion by other campus administrators.	---	---	---	1	2	12	5	20	6.050	0.759	6.083
b. Acceptance of and cooperation with ACCTion by your college's faculty and staff.	---	---	---	1	4	11	4	20	5.900	0.788	5.955
c. Adequacy of institutional staff size to perform functions in the ACCTion program area.	---	---	2	1	10	6	1	20	5.150	0.988	5.200
d. Competence of institutional staff in the ACCTion program area.	---	1	2	---	2	12	3	20	5.550	1.356	5.917
e. Institutional staff turnover in the ACCTion program area.	2	4	1	6	2	4	1	20	3.900	1.804	4.000
f. Morale of institutional staff in the ACCTion program area.	---	---	---	2	3	9	5	19	5.895	0.937	6.000
g. The ranking of the ACCTion program area in relation to other institutional priorities.	---	2	---	1	6	8	3	20	5.350	1.387	5.625
h. Allocation of college financial resources to the ACCTion program area.	---	4	---	3	4	7	2	20	4.800	1.673	5.250
i. The college's allocation of professional time in the ACCTion program area.	---	---	1	1	5	12	1	20	5.550	0.887	5.750

TABLE A-4.12

Descriptive Statistics for Chief Campus Administrative Officers' Responses to Center Service Delivery Survey Questions for Colleges Affiliated with the Student Development Services ACCTion Center

D. Evaluation of the coordinating and facilitating skills of the ACCTion Center staff with which your institution is currently associated.

Evaluation Scale: 1 = negative responses
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median	
	1	2	3	4	5	6	7					
1. Lacks professional competence	---	---	---	---	1	8	10	19	6.474	0.612	6.550	High professional competence
2. Poor resource allocation	---	---	---	1	3	7	6	17	6.059	0.899	6.143	Very good resource allocation
3. Assistance inappropriate to specific needs	---	---	---	---	2	8	9	19	6.368	0.157	6.438	Appropriate assistance (related to specific needs)
4. Relationships with ACCTion staff members lack continuity	---	---	---	2	1	6	10	19	6.263	0.991	6.550	High continuity of relationships with ACCTion staff member
5. Planning:												
(a) No assistance in defining needs	---	---	---	---	1	11	7	19	6.316	0.582	6.273	Assists in defining needs
(b) No assistance in developing institutional plan	---	---	---	---	3	8	8	19	6.263	0.733	6.313	Assists in developing institutional plan
(c) Technical assistance implementation:												
(1) Poorly planned/managed	---	---	---	---	---	9	9	18	6.500	0.514	6.500	Well-planned/managed
(2) Not individualized	---	---	---	---	---	9	9	18	6.500	0.514	6.500	Individualized
(3) Ineffective	---	---	---	---	2	7	9	18	6.389	0.698	6.500	Effective in terms of stated objectives
6. No provision of opportunities for interaction among similar institutions	---	---	---	---	3	8	8	19	6.263	0.733	6.313	Provides opportunities for interaction among similar institutions
7. Dissemination of information:												
(a) Inappropriate	---	---	---	---	2	6	11	19	6.474	0.697	6.636	Appropriate
(b) Not timely	---	---	---	---	1	7	11	19	6.526	0.612	6.636	Timely
(c) Complex	---	---	---	---	4	5	9	18	6.278	0.826	6.500	Uncomplicated
(d) Useless	---	---	---	---	1	7	11	19	6.526	0.612	6.636	Useful
(e) Irrelevant	---	---	---	1	1	7	10	19	6.368	0.831	6.550	Relevant
(f) Confusing	---	---	---	---	2	6	11	19	6.474	0.697	6.636	Clear
(g) Insufficient	---	---	---	2	5	7	5	19	5.789	0.976	5.857	Excessive
8. Overall effect on the institution:												
(a) No improvement in staff skills	---	---	---	2	4	9	5	20	5.850	0.933	5.944	Staff skills upgraded
(b) No change in program development	---	---	---	---	4	12	3	19	5.947	0.621	5.958	Programs strengthened

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